

# INSPECTION REPORT

## HERRINGTHORPE JUNIOR SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106840

Headteacher: Mrs J K Fearnley

Lead inspector: Mr S Lake

Dates of inspection: 12 – 14 January 2004

Inspection number: 260655

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:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	275
School address:	Chatterton Drive Rotherham South Yorkshire
Postcode:	S65 2JW
Telephone number:	01709 828 168
Fax number:	01709 382 562
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Watts
Date of previous inspection:	28 September 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a larger than average school of 275 pupils. It is set in an estate close to the centre of Rotherham and serves an area of mixed private and local authority housing. The socio-economic characteristics are broadly average and the percentage of pupils entitled to free school meals is broadly average. Sixty-eight pupils are on the register of special educational needs, which as a proportion is above average. Eleven pupils have statements of special educational need, which as a proportion is well above average. The majority of pupils on the register have general or specific learning difficulties. Some have speech or communication difficulties and a few have social, emotional and behavioural problems. Twenty-two pupils come from minority ethnic groups, which as a proportion is above average, but no pupils are at an early stage of English language acquisition.

The school roll is falling slowly as a result of demographic changes in the area. The school is part of an Educational Action Zone (EAZ) and receives support as a result. In 2001 and 2002 the school received an achievement award and in 2003 received the Basic Skills quality mark and the Active Mark Gold Sport England award.

There have been three headteachers since the last inspection, with the most recent taking up the appointment only a week before the inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

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3942	Keith Sanderson	Team inspector	Mathematics, Art, Design and technology, Music, Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school. The good teaching means that pupils are learning well in most areas. Achievement is satisfactory overall and good in English and for some pupils in mathematics. The new headteacher has a very clear understanding of how to raise standards further. The governors are effective. The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- Standards in English are above average and pupils make good progress.
- Almost all of the teaching observed in Year 6 was good or better and as a result, the overall quality of teaching is good.
- The support given through the Educational Action Zone (EAZ) is very good and enables very good links with other local schools.
- The new headteacher, who had been in post for only one week at the time of the inspection, has a very clear educational vision and very high aspirations for the pupils.
- The provision for special educational needs (SEN) is good and the school is very inclusive.
- The good arrangements for pupils' personal development, including their moral and social development, result in good behaviour and attitudes to school.
- The governance of the school is good.
- Although the accommodation is satisfactory overall, the dining hall and the accommodation for staff, especially toilets, are unsatisfactory.
- The management of the curriculum is unsatisfactory and as a result, time is not used effectively.
- Although the deputy headteacher is a satisfactory manager overall, he does not have an effective leadership role within the senior management team and as a result, the team is not sufficiently innovative or forward looking.
- Staff are not deployed in the most effective manner to enable further improvement in standards.

Improvement since the last inspection is **good**. The very good support from the EAZ has ensured that the provision for information and communication technology (ICT) has improved significantly. Standards have improved in mathematics and science. Taking all factors into consideration the school's capacity for further improvement is satisfactory.

### STANDARDS ACHIEVED

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

*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.*

The table above shows that in the 2003 national assessments pupils did not attain as well as those in similar schools. Pupils entered with average attainment and left below average. Achievement overall was unsatisfactory. Achievement has improved this year partly due to a different group of pupils. The trend in the school's results is above the national trend, although the rate of improvement has slowed a little in the last few years. The school did not meet its targets for English and mathematics in 2003.

Inspection evidence shows that this year **achievement overall is satisfactory**. Standards in English are **above average** by the age of eleven and pupils achieve **well**. Standards are **average**

in mathematics and science and **in line with expectations** in ICT and religious education. Pupils achieve **satisfactorily** in these subjects, but many more-able pupils are **achieving well** in mathematics partly as a result of the support through the EAZ. Pupils with special educational needs are achieving **well** in relation to the targets set for them. It was not possible to make secure judgements in other subjects, but some good work was seen in design and technology, music and dance.

Pupils' personal development, including their **spiritual, moral, social and cultural development**, is **good** overall and results in them behaving well and having good attitudes to school. However, the provision for the moral and social development of pupils is better than that for spiritual and cultural development, which is satisfactory.

## **QUALITY OF EDUCATION**

The quality of education is **good** overall. The curriculum is **satisfactory**. Links between subjects of the curriculum are good, but the use of curriculum time is unsatisfactory. The quality of teaching is **good**, especially in Year 6. The only unsatisfactory teaching observed was in Year 4. As a result of the good teaching, most pupils are learning well during their time in the school, but the consistently good teaching in Year 6 is making a particularly strong contribution to this.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **satisfactory** overall. The new headteacher has a very clear educational vision, but since she has been in post for only one week, a reliable judgement on her leadership and management is not possible. The management of English and special educational needs is **good**. The deputy headteacher and senior management team (SMT) manage **satisfactorily** overall, although the management of the curriculum is **unsatisfactory**. However, the leadership exercised by the SMT is unsatisfactory. In particular, the deputy headteacher does not have a clear leadership role. The governance of the school is **good** and statutory requirements are met.

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

Parents like the school, although despite the best efforts of the school, too few parents are involved with helping the school. Pupils like the school and think that teachers listen to their ideas.

## **IMPROVEMENTS NEEDED**

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

- Improve the leadership roles of the deputy headteacher and SMT.
- Review the way in which the curriculum is managed and time is used.
- Review the way in which staff are deployed.
- Seek ways of improving the areas of concern within the accommodation as a matter of urgency.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Standards attained are at least **average** overall and above average in English. Pupils are achieving **satisfactorily** except in English, where they are achieving **well**.

#### Main strengths and weaknesses

- Standards are rising faster than that found nationally over the last five years, although over the last few years standards have been falling.
- Standards in English are above average by the end of Year 6 and pupils achieve well.
- Although standards are broadly average in mathematics, more-able pupils are achieving well.
- The support from the EAZ is a major factor in the improvement in standards especially in mathematics.
- Examples of high-quality work were observed in music and dance.

#### Commentary

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

Standards in:	School results	National results
English	26.6 (26.9)	26.8 (27)
Mathematics	26.2 (26.8)	26.8 (26.7)
Science	29 (28.3)	28.6 (28.3)

*There were 75 pupils in the year group. Figures in brackets are for the previous year.*

1. The 2003 national assessments were average in English and science, but below average in mathematics when compared to those in all schools. When compared to those in schools where pupils had a similar score at the age of seven, standards were average in science and below average in English and mathematics. In mathematics more-able pupils achieved better than other pupils, but overall achievement was unsatisfactory. The 2003 cohort of pupils contained a number of challenging pupils and this held down attainment a little. The attainment of more-able pupils was broadly average in English, mathematics and science, and they achieved satisfactorily. However, in English and mathematics too few pupils achieved the expected Level 4<sup>1</sup>, which was the main reason for unsatisfactory achievement in these subjects. In 2003 attainment in English and mathematics fell below the targets set for the school. Over time there are no significant differences between the attainment of boys and girls.
2. The trend in the school's results was **above** the national trend over the last five years. However, this has been greatly affected by very significant improvements from a very low starting point five years ago. In particular attainment in science and mathematics rose quite significantly from 1999 to 2001, with a very large rise from 1999 to 2000, but has been falling over the last two years, especially in mathematics. Suitable action has been taken to deal with the falling standards and as a result, attainment in science has improved steadily, remaining average or above for several years. The action taken to improve standards in mathematics is only just beginning to prove effective. The support from a local secondary school has improved the attainment of more-able pupils and, although standards in mathematics were below average in 2003, the percentage of pupils attaining the higher Level 5 was average. Further support this year is targeting those pupils who are not doing as well.

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<sup>1</sup> On Levels: The national expectation is that most pupils at the end of Year 6 will achieve a Level 4. Those who attain a Level 3 are attaining below the average and those who attain a Level 5 are attaining above the average.



3. The attainment of pupils in the 2003 national assessments is a significant improvement since the last inspection in all three core subjects of English, mathematics and science. The most significant improvement is in science, where standards have remained average or just above since 2000. Although the last report judged the attainment of pupils in English to be above average in October 1998, by the time these pupils were assessed in the summer term of 1999 attainment had fallen to below the national average. Taking all these factors into consideration improvement since the last inspection, as shown by national assessments, is **good** despite the recent fall in standards.
4. The attainment of pupils entering the school is falling. When the current Year 6 entered the school in 2000 attainment was average overall, although slightly lower in mathematics than in reading and writing. The attainment of the Year 3 that started in the school this year is below average.
5. The support given to the school through the EAZ and the measures put in place after an analysis of the 2003 national assessments have resulted in an improvement in standards in English and mathematics this year. Standards in English have risen to above average and pupils are achieving well. This maintains the standards noted in the last inspection, although the EAZ support has been available for more-able pupils in mathematics. Standards are now average in mathematics and achievement is at least satisfactory, with more-able pupils achieving well. Standards in science are average and pupils achieve satisfactorily.
6. Standards in ICT were a particular concern in the last inspection. Improvements in the resources and a very high level of support from the staff of the EAZ have made a significant difference to attainment over the last few years. Learning is satisfactory as a result of the teaching support and the improvement in teachers' skills through the training provided. Standards are now broadly meeting expectations at the age of eleven, although few pupils attain above this level. Pupils are achieving satisfactorily overall, although some of the oldest pupils have achieved well to reach these average standards from a very low starting point.
7. Standards attained in religious education are in line with the requirements of the locally agreed syllabus for religious education, and pupils are achieving satisfactorily. Work in religious education makes a good contribution to the development of pupils' literacy skills.
8. Pupils with special educational needs receive good support and achieve well in relation to the targets set for them. More-able pupils receive good support in mathematics through links with a local secondary school. This ensures effective learning and these pupils achieve well in mathematics.
9. It was only possible to sample a few lessons in other subjects, but these samples together with an examination of pupils' previous work and discussion with them indicate that standards are at least satisfactory in all other subjects of the curriculum. High-quality work was observed in dance and music. Photographs and displays of pupils' previous work in design and technology contained many examples of work that is above national expectations.

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

The development of the pupils' attitudes, values and personal qualities is **good**. Pupils like the school and respond well to the opportunities provided for them to develop personally and academically. Attendance is consistently **better** than the national average. Pupils' spiritual, moral, social and cultural development is **good** overall.

### **Main strengths and weaknesses**

- Attendance is well monitored and promoted, and the attendance level is good.
- The pupils behave well in classes and around the school.
- The pupils' attitudes to their work are good.

- The provision for personal development and the pupils' responses are good.
- Relationships in the school are good and pupils like their teachers.
- The provision for spiritual, moral, social and cultural development is good overall.

## Commentary

10. A significant effort has been put into supporting pupils' attendance. A learning mentor liaises with the educational welfare officer and with parents. The level of attendance is good and has been consistently better than the national average for several years. There are good arrangements, including support from outside agencies, to monitor and promote attendance. Holidays in term time are starting to be a concern and account for much of the unauthorised absence. However, one of the most significant factors affecting attendance is that the school makes pupils feel as if they belong to a community. As a result, they like school and their attitudes to work are good. They settle quickly into the daily routines and contribute well in lessons.

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.2
National data	5.4	National data	0.4

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

11. Behaviour is good in lessons and around the school and the pupils are courteous. No oppressive behaviour was observed during the inspection. No exclusions were reported in the year prior to the inspection, but for most of this period a no-exclusion policy operated. The high standard of behaviour is part of a broader picture of good moral development. High standards are consistently expected and the need for respect is well promoted in the day-to-day life of the school. There are clear rules governing behaviour, which are partly developed by the pupils, and the staff are good role models. The provision for pupils' moral development contributes well to their overall personal development.
12. Relationships are good in the school and the pupils like their teachers. Many of the school's extra-curricular activities, such as the choir, dance and participation in sport, involve co-operation in groups which help pupils' social development. This is enhanced by a residential week for Year 6 pupils. The impact of the EAZ in this area is significant. The many opportunities to work with other schools and take part in festivals and events outside the school make a significant contribution to the social development of pupils.
13. The extra-curricular activities in dance and music make a good contribution to pupils' spiritual development. However, not all pupils take part in these activities. Good opportunities for spiritual development are built into some religious education (RE) lessons where pupils develop an awareness and understanding of their own beliefs and those of others. Some pupils have good opportunities to explore their own creativity, particularly through the art club. The links being developed through subjects of the curriculum are starting to make pupils aware of connections between areas of their learning. However, not enough opportunity is given for pupils' questions or development of their own ideas, thoughts and concerns. The introduction of some new activities through personal and social education is improving this area, although it is too early to judge their effectiveness.
14. The provision for pupils' cultural development is satisfactory but with a few minor areas for improvement. There are a satisfactory number of opportunities to develop pupils' awareness of living in a multicultural society. Through religious education, history and geography they develop an understanding of different cultures and beliefs. The work of the EAZ in promoting music and dance is improving pupils' cultural awareness. However, not all pupils take part in these events, and some are not aware of the cultural traditions of their own area. Some displays

support pupils' cultural development, but generally not enough is done to instil an understanding of multicultural aspects of society.

15. The pupils respond well to opportunities to take initiative and show responsibility. A good example is the school council. The councillors act responsibly and with enthusiasm, and have a beneficial impact on the life of the school. There are various monitoring duties which the pupils find worthwhile, and a scheme which involves Year 5 pupils helping with reading at the infants' school is useful and requires a responsible attitude. Overall, the school successfully helps its pupils to mature and their personal development is good.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. The quality of teaching is **good**; the quality of the curriculum is satisfactory; the care of pupils is **good**; links with parents are **satisfactory**, but links with other schools are **very good**.

### Teaching and learning

The quality of teaching is **good** overall and pupils learn **well**. Teaching is consistently **good** and often **very good** in Year 6, but some **unsatisfactory** teaching was observed in Year 4.

### Main strengths and weaknesses

- Very good learning takes place in Year 6 as a result of the consistently good teaching.
- Most teachers have a secure knowledge of the subjects they teach.
- In some lessons a slow pace limits learning.
- Continuous professional development is improving standards of teaching and learning in many subjects, especially music and dance.
- Assessment information is used effectively to set targets in English that are shared with the pupils, but this does not happen in other subjects.

### Commentary

16. The quality of teaching is good overall. Over half of the teaching observed was good or better, including some very good lessons and one excellent lesson. However, eight per cent (three lessons) of the teaching was unsatisfactory. All of the unsatisfactory teaching was observed in Year 4. The teaching in Year 6 is consistently good, with much that is very good. This has a significant effect upon attainment as pupils learn very well in Year 6.

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	4 (11%)	17 (45%)	13 ( 34%)	2 (5%)	1 (3%)	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.*

17. The quality of teaching has been improved through the support of the EAZ and through the continuous professional development of teachers. This is particularly so in mathematics and is one of the reasons that standards have improved. Although teaching observed during the inspection was good overall and learning is now good, this has clearly not been the case over the past few years, as shown by the falling standards in mathematics for two years and the unsatisfactory attainment when compared to that in similar schools last year. The improvement means that pupils are now learning well, but it is too early to see the full effects of this on pupils' achievement over time, except in English, where pupils are clearly achieving well as a result of the good teaching, especially in Year 6.

18. In the best lessons observed, pupils learnt well because the teachers had a good understanding of how to teach the subjects. Teachers present lessons that stimulate and motivate pupils to learn. The lessons proceed at a good pace and the work planned challenges and extends the pupils. Teachers use a variety of methods to match the needs of pupils. In the very best lessons, some very difficult concepts are taught in an exciting and inspiring manner.

#### **Example of outstanding practice**

**This shows how teachers working together in a team can stimulate and motivate pupils extremely well.**

During a music lesson in Year 6, teachers worked extremely effectively as a team to teach pupils the basics of composition and notation. Three teachers working together in a very professional manner that showed the pupils precisely what was expected of them gave an extremely stimulating exposition of voice and body percussion. Each teacher modelled a different set of sounds, asking a group to copy and follow them. The teachers then combined their modelling into a composition involving the pupils. Pupils were asked to use this experience to model the sounds and tell the story on the sheet in front of them. The sheets varied but included pictures of video games, computers crashing and other ICT scenarios. This greatly motivated all pupils. Every pupil was engaged in the lesson, including a physically disabled pupil who worked with a group around the wheelchair. The lesson built very effectively upon teaching from the previous week and extended pupils' knowledge and understanding, enabling them to produce work of a high quality. Pupils varied the pitch, volume and speed of their voice percussion extremely well. The gains in learning were not only obvious to inspectors but also to the pupils themselves as they evaluated their own work and that of other pupils. This lesson showed clearly that the professional development given to teachers in music is of high quality and impacts upon pupils' learning.

19. Key factors in the unsatisfactory lessons are:

- Slow pace which limits learning
- Unsatisfactory use of assessment information to match tasks to the needs of pupils
- In the poor lesson observed, behaviour management was unsatisfactory and pupils' behaviour deteriorated

20. Some of the factors contributing to the unsatisfactory lesson were also weaknesses in lessons that were satisfactory, in particular the slow pace. This was often caused by the unsatisfactory use of assessment, which sometimes required teachers to explain tasks again to pupils for whom the task was not appropriate. In other cases pupils were not challenged sufficiently by the task. Other common factors in a significant number of lessons were overlong explanations and introductions by teachers. In some cases this linked directly to the unsatisfactory management of curriculum time, as lesson have to be 'stretched' or shortened to fit the time available.

21. Pupils with SEN are taught well. They are supported in a variety of ways, both in the classroom and in focused, specific learning groups. Teachers work hard to provide appropriate starting points. Teaching assistants support pupils well and work hard to explain, to discuss and to boost confidence. There is a good stock of SEN learning resources to support this work which are used well.

22. Homework is used satisfactorily to support learning. Some parents expressed concern about inconsistencies in homework between classes. The inspection did not find any evidence that this is a significant problem, although some variation was noted.

23. The assessment procedures in the school are good. The assessment coordinator has a detailed record of all pupils and can track their progress through the school. However, the use of this information by teachers is inconsistent. Information is used well in English to set individual targets for pupils. These targets are reviewed regularly and shared with pupils by being stuck in the front of their English books. In mathematics and science, although the information is available, detailed individual targets similar to those in English are not set and shared with pupils. This is one of the reasons why pupils are achieving and attaining better in English than in science and mathematics.

24. In mathematics use is made of assessment information to place pupils in sets in Years 4 and 6. This does not happen in Years 3 and 5. This is not effective use of information as pupils in Years 3 and 5 are treated differently to those in Year 4 and 6.
25. Most teachers mark effectively and many books contain helpful comments to help pupils improve their work. In some classes these comments take the form of a dialogue as pupils respond. Where this good practice is found, pupils are generally achieving better than in those classes and subjects where this does not happen. The use of assessment information to plan work matching the needs of the pupils is less well developed in ICT, although a recording system has been developed with the support of the team from the EAZ.

## The curriculum

The curriculum is **satisfactory** overall. Cross-curricular links are **good**, but time is not used well enough.

## Main strengths and weaknesses

- A high priority is placed on ensuring that all pupils have equal access to a broad curriculum, with **good** opportunities for enrichment.
- **Good** progress is being made in developing links between subjects in the curriculum.
- The provision for pupils with special educational needs (SEN) is **good**.
- The management of the curriculum is **unsatisfactory**.
- The available teaching and learning time is **not managed effectively**.
- Some aspects of the accommodation are unsatisfactory.

## Commentary

26. The school's positive ethos clearly shows a strong commitment to providing all pupils with equal access to a broad curriculum that supports intellectual, physical and personal development. Whole-school policies ensure that statutory requirements are met for all areas of the curriculum. This represents an improvement since the last inspection, when requirements were not fully met for information and communication technology. The effective provision made for pupils' personal, social and health education, noted in the last inspection report, has been maintained. This includes sex education and the raising of awareness of alcohol and drug misuse. A range of policies enable these aspects to be promoted across subjects and, informally, as they arise in the day-to-day interaction, pupils have with each other and the adults who work with them.
27. The curriculum is supported by good opportunities for enrichment. Extra-curricular activities are restricted mainly to activities associated with sport and music. However, they are of a high quality. For example, work on dance, which is supported well through the EAZ, has received national recognition.
28. Provision for SEN is good overall and is well managed by the coordinator (SENCO). This is especially creditable as the SENCO has full-time class-teacher responsibilities, with half a day per week release time for SENCO duties. Documentation is well organised and up to date, and clearly reflects the lengths the school, parents and support services go to in order to offer the full range of educational opportunities to pupils with a wide range of physical and learning difficulties. This is a very inclusive school.
29. The school is clearly concerned to help pupils understand the connections between subjects. Good progress is being made in developing the practice of planning purposeful tasks which use learned skills, techniques or knowledge from one subject to support the work in other subjects. This was well illustrated in English lessons in Year 4 where pupils used the work they had done in religious education, about the Hindu god Ganesha, when exploring how to use descriptive language to express emotion, build up tension and create mood. The pupils saw the task as interesting and having relevance and real purpose.

30. The management of the current long-term planning is unsatisfactory. It is not effectively structured to ensure that pupils experience an appropriately balanced curriculum as they move through the school. There are subjects and aspects that are visited less often than others; for example, history, geography and art. The medium-term planning of the curriculum is suitably supported by the use of the national strategies for literacy, oracy and numeracy, with some useful changes made to the originally suggested organisation. The schemes of work developed by the Qualification and Curriculum Authority have been adopted as whole-school schemes of work for all other subjects. This represents an improvement in mathematics, religious education, art, music and physical education since the previous inspection report. However, in those subjects where the systematic development of subject-specific skills is central to learning, too often no supplementary structured guidance is provided to support planning. This has a limiting effect on pupils' ability to build systematically on what they already know, understand and can do so that unnecessarily repeated experiences are avoided and learning is progressive.
31. Although guidance is given on approximate allocations of time for each subject per week, there is no whole-school approach to using the teaching and learning time available to meet the needs of pupils. The practice of planning lessons to fit the intervals between non-teaching activities does not take into account how long pupils of different ages can concentrate for or how long the lesson should be to be most effective. The amount of time allocated to different subjects is inconsistent and does not ensure that each subject has enough time. Where, for instance, mathematics lessons exceed the recommended time by as much as an hour per week and where time is found for a long sixth assembly in a week this reduces the quality of provision for foundation subjects.
32. The dining room, shared with the neighbouring infant school, is unsatisfactory. It is an old concrete building with insufficient insulation, reminiscent of a factory block. The floors suffer from condensation, making them slippery. The whole area is unattractive despite the best efforts of the schools to improve it. It is in a poor state of decoration and unavoidably noisy. This prevents lunch being a pleasant social experience, which would contribute to the pupils' personal development. The staff toilet facilities are inadequate and difficult to access.

### Care, guidance and support

The provision for the care, welfare, health and safety of pupils is **good**, and the support and guidance they receive are **satisfactory**. The school is a caring, safe and secure organisation.

### Main strengths and weaknesses

- There is a strong caring ethos.
- Health and safety arrangements are well organised and effective.
- New pupils settle quickly.
- Staff training in child protection is inadequate.
- There is no formal procedure to monitor and record the personal development of most pupils.

### Commentary

33. A school rule, given considerable emphasis during an assembly observed during the inspection is 'Take care'. The school acts accordingly. It is a caring organisation, which gives considerable emphasis to the welfare of its pupils. For example, an effective and comprehensive programme of personal, social and health education is in place. The pupils are valued by the staff and their achievements are recognised and rewarded. This helps them enjoy school and feel secure. The school council helps to ensure that the staff know the pupils' views and concerns. A high standard of care was noted at the previous inspection and parents are satisfied that their children are well looked after.
34. Formal arrangements to provide support for pupils, such as assessment procedures, are broadly satisfactory, but this does not apply to the monitoring and recording of personal development.

For most pupils this is dependent on the teachers' personal knowledge and, therefore, the information is not readily available to other members of staff. A formal procedure is used for pupils with special educational needs and this helps to ensure good learning by these pupils as their needs are clearly identified.

35. The school makes good use of the local education authority learning support services. As part of this service a learning-support teacher assists with assessments, gives advice to staff and parents, and provides training. She also supports the SENCO and class teachers in writing the Individual Education Plans (IEPs) for pupils with SEN. These are used well and contain well-focused 'small step' targets for individual pupils. Pupils make good progress overall and movement off the register is not uncommon.
36. Good arrangements are in place to transfer and establish pupils from the infants' school. Discussions with recently transferred pupils indicated that they were very happy with these arrangements.
37. There is a conscientious effort to maintain high standards of health and safety, which brings good co-operation between staff and governors. No significant issues in this area were identified during the inspection. There is a good policy for child protection and a designated teacher, but arrangements for staff training are unsatisfactory.

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

The school makes **good** efforts to develop strong links with parents. Parents like the school, but most have little to do with its activities other than those that directly involve their children. Links with the community are **good**, and links with other schools are **very good**. They provide significant benefits for the pupils.

### **Main strengths and weaknesses**

- Parents like the school.
- The school tries hard to develop and promote strong links with parents.
- Most parents do not respond well to opportunities for involvement with the school or to help with their children's education.
- The information provided by the school is good.
- Links with the community and with other schools benefit the pupils.
- The pupils' annual progress reports are not 'parent friendly'.

### **Commentary**

38. Parents like the school and there is no evidence of significant concerns. The school encourages parental involvement. Staff are accessible, which is appreciated by parents, and there is a wide range of information, such as frequent newsletters, about school activities. Meetings are also held; for example, about curriculum issues and ways parents can help their children. However, the school's encouragement of parents has very limited success. Parents support well activities which directly involve their children, such as parents' evenings and class assemblies. However, in other respects support is poor. For example, there is no parent/teacher association, there is not a full complement of parent governors due to recruitment difficulties and there is little parental help in school. A recent initiative to train parents to help with reading had to be abandoned due to a lack of support. Furthermore, there is no evidence that most parents provide a consistently satisfactory level of support for learning at home. Therefore, pupils are disadvantaged in their academic progress by the limited extent of parental contribution.
39. The good range of information provided by the school is enhanced by opportunities for parents to meet teachers. There are three parents' evenings per year and easy informal contact at all other times. Parents are made aware of the future areas of study and the progress made by their children. The pupils' written annual progress reports meet legal requirements. They give

comprehensive details about what has been achieved and what needs to be done to improve. However, a few parents feel their style is very mechanical and, consequently, they appear very impersonal.

40. Links with the community and other schools provide specialist teaching, loans of specialised equipment, classroom assistance through work placement, help with extra-curricular activities and opportunities for co-operation between schools. The Education Action Zone plays a prominent and very worthwhile role. The links have significant benefits for the pupils' academic and personal development.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is **satisfactory**. The new headteacher is already providing clear leadership. Some areas are managed **well**, but there are some unsatisfactory areas of leadership shown by the senior management team. The governance of the school is **good**.

### **Main strengths and weaknesses**

- The newly appointed headteacher has a very clear educational vision and very high aspirations for the pupils.
- The governors are effective.
- Most of the subject managers lead their subjects well, but the overall management of the curriculum is unsatisfactory.
- The current deployment of staff is not efficient enough.
- The deputy headteacher does not have an effective leadership role within the senior management team and as a result, the team is not sufficiently innovative or forward looking.
- The support of the EAZ is a major aid to improving standards.

### **Commentary**

41. The present headteacher had only been in post for five days at the time of this inspection. This makes it difficult to make accurate comments upon most aspects of her leadership and management, as insufficient information is available. During the autumn term, when most of the decisions affecting the running of the school during this term were made, an acting headteacher was in post. Discussions with the new headteacher show that she has a very clear idea of the immediate strengths and weaknesses of the school, even after such a short time in post. She has very high expectations of what pupils can achieve and a clear vision of how these expectations may be met. In the short time of the inspection it was noted that some difficult decisions were made confidently and effectively, indicating a good understanding of the role of a headteacher.
42. The governors have great confidence in their new headteacher. They support her well and their good knowledge of the strengths and weaknesses of the school is already enabling them to form an effective partnership with her. The school development plan is an effective tool for bringing about improvement and it is monitored well by the school improvement committee of the governors. The effectiveness of this can be seen in the improving attainment and achievement of pupils. The governors are meeting all their statutory requirements. They know the school well and play an important part in establishing the good ethos that values the inclusion of all pupils.
43. In many areas of the school, subject managers lead their subjects well. In particular English, mathematics, science, religious education and music are managed well and this is a key factor in the improvements noted in these subjects this year. A considerable amount of work has been put into the development of the curriculum, but not enough attention has been given to how the curriculum is managed. In particular, time is not managed effectively and not enough thought has been given to ensuring that all pupils receive the same amount of teaching in each subject. This reduces the effectiveness of the other good work in this area.



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

Income and expenditure (£)	
Total income	526,657
Total expenditure	526,626
Expenditure per pupil	1,915

Balances (£)	
Balance from previous year	31,779
Balance carried forward to the next	31,810

44. Budgets are planned and monitored well by the governors and effective use made of most resources. A non-class-based teacher is available to support school improvement and release subject managers. This valuable asset is not being used as effectively as it might be. The distribution of release time is not as well focussed as it could be. Some subject managers do not have enough release time and some do not use the time productively enough to monitor standards of teaching and learning. SEN is managed well by the coordinator, despite a considerable overload on her time.
45. The deputy headteacher is a good subject manager and his good support for teachers is a factor in the good standards observed, especially in music, and contributes to the improvement in mathematics. However, he does not have an effective leadership role. As a key member of the senior management team he does not provide clear leadership. Consequently the team is more concerned with maintaining the status quo than in providing innovative and inspiring leadership that will motivate teachers to bring about further improvement in the school.
46. A significant aid to the work of the school is the high-quality support provided by the EAZ, particularly for the improvement in ICT. Other areas supported, such as dance and mathematics, also show clear benefits from this support.

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH AND MODERN FOREIGN LANGUAGE

French and Spanish are taught in alternate years in the school as part of curriculum enrichment. During the inspection French was being taught. It was not possible to observe any lessons in French during the inspection, but pupils say that they enjoy learning French.

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards of attainment and achievement at Year 6 are **above average, except in writing**, which is satisfactory.
- Teaching is good overall.
- The management of the subject is **good**.
- The development of an understanding of library organisation and its use is **unsatisfactory**.
- The development of handwriting and presentational skills is **insufficiently rigorous**.

#### Commentary

47. Attainment on entry to Year 3 is broadly average. Pupils' standards are above average overall by the age of eleven. Over time they make good progress. This is broadly the same as the findings of the previous inspection. When comparing current standards with the outcome of national tests taken in 2003 it represents improvement. However, the test results for 2003 are better than they would first appear as the cohort contained a large number of pupils with special educational needs.
48. Pupils' good achievement in speaking and listening owes much to the opportunities they have to share their ideas and explain their thinking in all areas of the curriculum. Their personal vocabulary is systematically developed and appropriate intervention teaches techniques of speaking to different audiences for different purposes.
49. Effective adaptation of the advice of the National Literacy Strategy ensures that pupils, including those with identified learning difficulties, continue to systematically build their knowledge of phonics and strategies for tackling more-complex texts. The frequent opportunities to talk about what they read with the teacher make a considerable contribution to all pupils' ability to understand a range of texts. Most enjoy reading and have developed personal preferences. This level of interest supports the good progress they make. Most pupils are confident and competent at using the Internet to develop their information-retrieval skills to support work in other subjects. However, their knowledge of library organisation and opportunities to experience using a library effectively for independent research are significantly under-developed. This has a limiting effect on standards.
50. Overall, standards in writing are broadly in line with expectations for pupils of this age and a good range of opportunities to practise learned writing skills to support the work in other subjects is in evidence. However, the development of handwriting and presentational skills is inappropriately protracted and teacher expectations are too often not high enough. As a consequence too many poor writing habits become entrenched. This is not the case with books in Year 6 where teachers expect high standards of presentation.
51. Teaching is good overall. None was judged to be unsatisfactory and there were some instances of very good teaching observed. Effective teaching is characterised by the apt use of

assessment to inform planning of appropriately challenging learning objectives that build on prior experience. Resources that are of good quality arouse interest, and appropriately challenging activities sustain interest and involvement. This was well illustrated in two lessons in Year 6 where a news report and driving licence application form with an accompanying advice leaflet stimulated thoughtful discussion and purposeful activity. Such lessons move at a brisk pace. In Year 4 the activities were seen to be purposeful because they were linked to work covered in religious education. Where the teacher uses questioning to extend responses or assess understanding, pupils are able to recognise their own progress and their confidence is raised. In looking at work samples it is evident that teachers' marking unfailingly appreciates pupils' efforts and consistently advises them how to improve.

52. The management of provision for this subject is good. The coordinator has used observation of lessons, monitoring teachers' planning, analysis of pupils' work and assessment to evaluate the strengths of the provision for this subject. As a result, areas for development such as the focus on improving the knowledge of phonics and spelling in the lower school and further development of purposeful links with foundation subjects are included in the current school-development plan.

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

53. The practice of using learned literacy skills in activities related to other subjects makes a significant contribution to the quality of learning across the curriculum. This is well illustrated in the good quality of reports on science investigations and educational visits.

### **MATHEMATICS**

Provision in mathematics is **good** and improving rapidly, partly as a result of the support provided by links with a secondary school within the EAZ that helps teach the more-able pupils.

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

- Teaching is good overall.
- Standards are rising.
- Management of the subject is good.
- Insufficient opportunities are planned for pupils to use their mathematical skills in 'real life' situations.
- Pupils are not clear about what they have to do to improve.

#### **Commentary**

54. An analysis of work completed and an observation of work in lessons indicate, that for the oldest pupils, standards overall are at least in line with those expected and are rising. This is an improvement since the previous inspection. Standards are better than 2003 for two main reasons; the 2003 cohort contained many pupils with special educational needs and the support from the EAZ is improving standards.
55. Teaching overall is good and as a result, pupils, including those with special educational needs, are making good progress. The National Numeracy Strategy is well integrated into the work of the school. There is generally a strong and appropriate focus on teaching numeracy skills, especially during the oral and mental sessions at the beginning of lessons. Teachers show a good understanding of how to teach these skills, employing a wide range of resources, such as number fans, whiteboards, number lines and counting sticks to aid pupils' learning. Moreover, teachers consistently demonstrate enjoyment themselves during these lively oral and mental activities, and this helps motivate pupils. In a couple of lessons where there were weaknesses in teaching, it was largely because teachers were not rigorous enough in insisting upon proper use of these resources and on pupils giving their full attention to the activities, both pre-requisites for effective learning. Teachers are increasingly attempting to offer work of appropriate challenge to different ability groups. Where pupils are put in mathematics sets

according to ability, teachers recognise that within the set there is still a range of ability and they sometimes offer different tasks to groups within the set. This is good practice that successfully develops learning. There is a consistency of approach and methodology that supports pupils well. However, they are often given insufficient guidance on exactly what they have to do to improve. Teachers mark work conscientiously, but much of this consists of ticks and praise. Comments designed to indicate to pupils how they can improve are not used consistently. Although the school has general targets for improvement in mathematics, there is little or no use of group and individual targets.

56. The support for pupils with special educational needs or for those less capable in mathematics is good. Teaching assistants work hard to make sure that these pupils are attentive during teacher-led sessions. They are included well. Pupils in the middle and upper sets in Year 6 also enjoy one session of mathematics per week with teachers from a local secondary school, and this partnership is working very well.
57. The subject is well led. The coordinator is experienced and as a result of a recent full mathematics audit several initiatives have been put in place. These include further training for all staff to develop the effectiveness of oral/mental activities and of plenary sessions, where at the end of a lesson teachers gauge how well pupils have learned. Teachers are also reviewing and assessing their lessons more fully and, as a consequence, sharpening their planning.

### **Mathematics across the curriculum**

58. The impact of the local Education Action Zone (EAZ) has been very positive, and staff and pupils are having more opportunities to share ideas and resources and to take part in such initiatives such as inter-school mathematics quizzes organised by Sheffield Hallam University. This latter gives pupils opportunities to apply what they have learned. However, not enough is done to provide planned opportunities through the curriculum for pupils to apply their mathematical skills to 'real-life' situations

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards of attainment have risen significantly since the last inspection.
- The school places a strong emphasis on developing pupils' skills of investigation, and they achieve well in this aspect, although achievement overall is satisfactory.
- Recording of investigations in science makes a good contribution to the development of pupils' literacy skills.

### **Commentary**

59. At the time of the last inspection, standards in science were very low, and improving these standards was a key issue. They have risen significantly since the last inspection and are now average when compared to all schools and when compared to prior attainment. This is a considerable improvement since the last inspection.
60. Pupils of all abilities are achieving satisfactorily overall. Pupils achieve well in Year 6 as a result of the good teaching that enables good learning. Pupils with special educational needs (SEN) achieve well in relation to the targets set for them. Great care is taken in the school to ensure that these pupils are fully involved in science lessons. Learning-support assistants are used effectively to support them in a variety of ways that ensure that they are able to cover the same work as the rest of the class and so be fully involved.

61. A strong emphasis is placed on the development of investigation skills and much of the science is taught through suitable investigations. This ensures good learning in this aspect of science. However, an examination of pupils' work shows that most of the science is learnt in this way and less time is taken up with learning scientific facts than in some schools. This is commendable as it ensures that pupils are developing sound scientific skills and understanding, but does not always prepare them as effectively for assessments as those schools that place a greater emphasis on knowledge.
62. The subject is led and managed satisfactorily. The subject manager has a sound understanding of science and provides good advice and support for colleagues. The subject manager teaches quite a lot of the science in some classes, whilst releasing the class teacher for other duties. This enables him to have a sound understanding of what is happening in science throughout the school. He ensures that mathematics and information and communication technology (ICT) are used to support learning in science. However, this is mainly done within the lessons that he teaches himself. Although good displays linking the results of investigations in Year 4 and presenting them on a spreadsheet are on display, discussion with pupils shows that these represent the work of only a few of the more able pupils. This is a good start, but the use of ICT and mathematics is not yet firmly embedded in the science work of all pupils.
63. All teachers have high expectations of the standards of presentation expected when recording investigation. Pupils' accounts are well presented and well written. Marking takes into account the quality of the writing as well as the scientific content and many helpful comments are present in pupils' books.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**. This is a significant improvement since the time of the last inspection.

### **Main strengths and weaknesses**

- The support of the Education Action Zone (EAZ) is a major factor in the significant improvement in standards.
- Good support from governors has enabled an ICT suite to be set up.
- Although satisfactory records are kept of pupils' attainment, this information is not used enough in some lessons to plan work matched to the needs of the pupils.

### **Commentary**

64. At the time of the last inspection, standards were very low and this was a major area for improvement. Standards are now in line with national expectations by the age of eleven, but few pupils are attaining above this level. Pupils are achieving satisfactorily overall, but there are some variations. Pupils in Year 6, who have only had access to the better provision for a short time, are achieving well in relation to their prior attainment in order to reach the average standards. However, some pupils have good access to computers at home and have much-more-advanced ICT skills. These pupils are not achieving well enough in some lessons where work is not planned to extend their knowledge and understanding.
65. The quality of teaching is satisfactory overall, but some poor teaching was observed. All teachers have received training in ICT through the team from the EAZ. This has increased their confidence and ICT skills. Teachers are now planning ICT in a range of lessons, and the evidence from pupils' work shows that teaching is satisfactory. The teaching supported by the EAZ team is good and in these lessons pupils achieve well. However, in the poor lesson observed very little use was made of assessment of pupils' prior knowledge. As a result, the work taught did not match their needs. For example, a group of them had already covered the theme of the lesson (spreadsheets) to a much higher level in a science lesson. Work from this lesson is displayed on the walls in the ICT suite, yet these pupils and those who use

spreadsheets at home were required to work at a very basic level alongside those who were using a spreadsheet for the first time. This significantly limited learning.

66. A major factor in the low standards at the time of the last inspection was the poor quality of resources. At that time the school was using just a few iMac computers, and little suitable software was available for these machines. Since the time of the last inspection the team from the EAZ has led a major review of the ICT provision in the school. Governors have been very supportive in this process and a knowledgeable governor has given a great deal of help. As a result the school now has a satisfactory ICT suite that is used well to support learning. As the iMac computers reach the end of their life they are being replaced with PC machines to match the suite and this is increasing the access to computers in the classroom.
67. Management of ICT is satisfactory as a result of the very good support of staff from the EAZ. They come in every week and work alongside teachers to support them and develop their skills in using ICT. The benefits of this are just starting to show in the rising standards and the increase in the work in other subjects supported by ICT.
68. The coordinator does not have a good enough view of how well pupils are achieving. The procedures for assessment are relatively new and, although good records are kept of the areas studied by pupils, not enough use is made of this information when planning lessons that meet the needs of all pupils. As a result, in some lessons pupils do not achieve well enough.

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

69. The use of ICT across the curriculum is satisfactory. Opportunities are planned to use ICT to support learning in most subjects. Pupils access the Internet to obtain information in history and geography, and make sound use of ICT to display the results of investigations in science.

### **HUMANITIES**

70. It was not possible to see any lessons in geography and only one lesson was observed in history. It is therefore inappropriate to make an overall judgement about provision in these subjects. From an examination of pupils' recorded work in both history and geography it is evident that standards are broadly in line with expectations for pupils of this age.
71. Appropriate use is made of the schemes of work developed by the Qualification and Curriculum Authority to support the development of knowledge and understanding. Pupils' recorded work demonstrates well the good progress being made in using skills and techniques learned in other subjects such as English and art to support the work in these subjects.
72. In **history** pupils look at the main events and daily life of people living in past societies. Pupils in Year 3 study the life of a Roman soldier stationed in Britain, while Year 5 pupils, studying the life of a child in the Victorian period, compare it with life today. Other good links are made with religious education; for example, when studying the Bible and discussing the time when various books may have been written.
73. In **geography** educational visits and visitors are used very effectively to stimulate interest; for example, pupils are introduced to field work through local studies and, when older, through residential visits. This is well illustrated in the recorded evidence in files built up by Year 6 pupils on a visit to Northumberland.
74. The management of provision for these subjects is hampered because there are insufficient opportunities to monitor teaching and learning other than by discussion with teachers and checking planning. Consequently the coordinator has insufficient information on which to evaluate strengths and weaknesses and identify areas for development.

## Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Religious education (RE) is taught alongside other subjects and integrated well into the curriculum.
- Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The subject is managed well.

### Commentary

75. Standards in religious education are in line with those expected in the locally agreed syllabus for religious education, and pupils are achieving satisfactorily.

76. Religious education is given a high profile in the school. Teachers are skilled at integrating it into other subjects; for example, using stories from various faiths as a starting point for a literacy lesson or linking it to history through a discussion of how and when the Bible was written. Through these links religious education is given an appropriate status within the school. Teachers insist on high standards of presentation. An analysis of pupils' previous work shows that RE makes a good contribution to the development of pupils' literacy skills.

77. Pupils see religious education as an important subject and therefore listen carefully to the messages given in the lessons. In this way they begin to see that all religions set out basic rules for living that are applicable to all societies. This makes a good contribution to their spiritual development. Through their study of various faiths pupils begin to develop an awareness of other cultures. This makes a satisfactory contribution to their cultural development.

78. The quality of teaching observed was satisfactory and this is confirmed by an examination of pupils' books. Marking is sound and contains helpful comments. However, the school does not have a detailed record of pupils' progress in this subject.

79. The coordinator has a good understanding of his role and a good knowledge of most of the strengths and weakness in the subject. This does not extend to the quality of teaching and learning, as too few opportunities are available to monitor them directly. The coordinator is enthusiastic and has a clear understanding of how to improve standards in religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. No lessons were observed in art and only one was observed in design and technology. Limited evidence indicates that provision in these subjects is satisfactory.

81. In **art** the work scrutinised covers an appropriate range, and standards are as expected. The school is active in encouraging pupils to put their work forward for wider scrutiny, such as in the Rotherham Show, and pupils have contributed art work for Christmas cards sponsored by a local motor dealer. Two art clubs are run, for Years 3 and 4, and for Years 5 and 6, and the work produced is above average.

82. In **design and technology** a scrutiny of photographic evidence and current examples of work shows that work is often above the standard expected. The school holds a 'Technology Week' and the most recent focused on using pneumatic drives, gears, pulleys, cams and cranks. A range of well made, well finished 'working' models demonstrated good 'design and make' skills. Designs for Punch and Judy theatres, and the finished articles, showed strong construction and attention to detail. Pupils' evaluations of their work were well thought through. The subject manager has raised the profile of the subject and is keen to see further development of skills.

83. In **music** two lessons were seen and standards were above average. The quality of teaching was at least good and in one lesson it was excellent. The subject coordinator, a former semi-professional musician, has very good subject knowledge and understanding and is well able to support and enthuse both colleagues and pupils. Pupils engage in a wide range of music making, from cello, violin, woodwind, percussion and brass tuition, to participation in school productions such as 'Joseph...' and in a production of 'Les Misérables' being performed by a number of local schools together. Support from the EAZ is very good and they run an after-school music club. The coordinator provides a very good musical direction for pupils and staff.
84. In **physical education** two lessons were observed, both dance, with good and very good teaching, and standards above those normally expected. The school offers an appropriate programme of activities. Year 5 pupils go swimming for one term, and approximately 80 per cent of pupils can swim the required distance by the time they leave school. The school participates in friendly inter-school matches in football and hockey, and representatives from local rugby and hockey clubs offer coaching sessions. The EAZ is very active in supporting sports, especially dance activities.

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

85. It was only possible to see a small amount of personal and social education. This area is well managed. The coordinator has collated a good range of material to support teaching and it is evident from the response of the pupils and from displays around the school that this area is given a high priority in the school. All classes plan sessions in this area and pupils say that they enjoy them. The coordinator has release time to monitor the quality of the curriculum, planning and resources but has not directly monitored the quality of teaching and learning in this area, which limits her opportunities to judge the effectiveness of the provision that is planned.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	0
The leadership of other key staff	4
The effectiveness of management	4

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

The headteacher has only been in post for one week and secure judgements on leadership are not possible although the headteacher has a very good vision and high aspirations for the pupils.