

INSPECTION REPORT

BROOM VALLEY JUNIOR SCHOOL

Broom Valley Road, Rotherham

LEA area: Rotherham

Unique reference number: 106835

Headteacher: Mr D Saunders

Lead inspector: Mr D Hardman

Dates of inspection: 7th – 10th March 2005

Inspection number: 266516

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	271
School address:	Broom Valley Road Rotherham South Yorkshire
Postcode:	S60 2QU
Telephone number:	01709 828636
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Asher

Date of previous inspection: July 1999

CHARACTERISTICS OF THE SCHOOL

Broom Valley Junior School is a larger than average sized school, with 271 pupils on roll. There is a broad social mix in the school and the full range of ability is represented. The overall attainment of pupils on entry to the school varies considerably but is often below the level expected for their age, especially for pupils who speak English as an additional language. There is a large number of pupils from minority ethnic groups and many who speak English as an additional language. There are 28 per cent of pupils eligible for free school meals, which is above the national average. Twenty per cent of pupils have been identified as having special educational needs, this is in line with the national average and 2.4 per cent have statements of special educational need, which is above the national average. The school is part of the Excellence in Cities initiative and achieved the Sport England Activemark in 2004. The school maintains close links with other local schools, including the secondary school. There is a significant number of pupils who join the school other than at the normal entry date.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	Mr D Hardman	Lead inspector	Mathematics
			Information and communication technology
			Physical education
			English as an additional language
9572	Mrs K Anderson	Lay inspector	
30834	Mrs A Lowson	Team inspector	English
			Religious education
			Art and design
			Design and technology
11510	Mr K Oglesby		Science
			Geography
			History
			Music
			Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school with many very good qualities. In Year 6, pupils' achievements are very good in English, mathematics and science and pupils' attainment is in line with the level expected for their age in these subjects. The headteacher provides very good leadership and clear direction for the work of the school. The potential barrier to learning for a large proportion of pupils who speak English as an additional language is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work very hard to make sure they get the best from their time in school. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Teaching is very good. As a result, pupils, whatever their ability or background, achieve very well in English, mathematics and science.
- Although pupils achieve well in information and communication technology (ICT), the restricted resources in the classrooms limit the opportunities for them to attain higher standards.
- Leadership and management by the headteacher and governors are very good.
- There is a very good, innovative curriculum and the provision for extra curricular activities is very good.
- The provision for pupils' social, moral, spiritual and cultural development is very good.
- Inclusion is very good because of the way the staff seek pupils' views and involve them in all aspects of school life, this encourages pupils' very good attitudes and behaviour.
- The provision for pupils' care, welfare, health and safety is very good.

Improvement since the last inspection is good. Leadership and management have ensured that the full curriculum for English has improved considerably and pupils' achievements in the subject are much better. The quality of the teaching has improved, as a result pupils' skills and achievements have improved in virtually all subjects. The role of subject co-ordinators has been strengthened and they now monitor their subjects well. The recent appointment of a significant number of newly qualified teachers means that co-ordinators carry a heavy load but the school has very good plans for the new teachers to share responsibilities in the near future. Attendance has improved significantly recently and it is now above the national average. The teachers' annual reports on pupils' progress now contain targets for improvement and these are discussed during meetings with parents.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	E	C
mathematics	D	C	D	C
science	E	E	C	B

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Pupils' achievements by Year 6 are very good and their standards are in line with the level expected for their age in English, mathematics and science. There is a significant number of pupils taking the tests each year who have English as an additional language, so the results can vary widely year on year. As a result, comparisons with national figures need to be treated with caution. In addition, the comparative data must be treated with caution because of the relatively high number of pupils who join or leave the school between Years 3 and 6 and this often adversely affects results. However, recent improvements in English and mathematics have been significant and

innovative and are due to the vision and drive of the headteacher and subject co-ordinators and the radically reorganised whole school curriculum, so that pupils must use their literacy and numeracy skills to support learning in other subjects. These innovations are having a significant impact on pupils' achievements. In Year 6, pupils' attainment in ICT is above the level expected for their age and their achievements are good. However, the limited resources in classrooms for ICT mean that pupils have too little time using computers to support their work in other subjects and so improve their skills further. In Year 6, in religious education, pupils' attainment is in line with the level expected in the Locally Agreed Syllabus.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are very good; their relationships with others are also very good. Attendance is good and above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good, as a result pupils' learning is very good and their skills, knowledge and understanding improve rapidly as they move through the school. Pupils with English as an additional language and those with special educational needs are very well supported by very good teaching that provides challenging activities. As a result, these pupils achieve very well throughout the school. The assessment of pupils' attainment and progress in English, mathematics, science and ICT is very good and the results of these assessments are used well to tailor work for pupils of different ability. Very good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance pupils' learning. The provision for care, guidance and support is very good. The partnership with parents and the community is good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's infectious enthusiasm is inspirational and he is the main drive behind the school's success. The recent appointment of new teachers has been very well managed and is having a significant impact on pupils' achievements because there is now a clear sense of shared purpose permeating throughout the school and staff and governors are all pulling in the same direction. The school is highly successful in integrating everyone into its work; everyone associated with the school is treated fairly and with high regard to their backgrounds, beliefs and circumstances. The management of the school is very good and the monitoring of teaching and learning by the headteacher and key staff is bringing about improvement and so raising standards. Senior managers and governors know the school well and ensure that all statutory requirements are met. The school uses funds designated for particular purposes well and the governors, the bursar and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak very highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on the activities they undertake.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- ensure that the planned acquisition of more resources for ICT is fully implemented to increase the opportunities for pupils to further improve their ICT skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements in Year 6 are very good and they achieve standards that are in line with the levels expected for their age in English, mathematics and science. The innovations and broader curriculum recently introduced are having a significant impact on pupils' achievements. In religious education, pupils achieve well and reach standards that are in line with the expectations of the locally agreed syllabus. In ICT pupils' standards are above the level expected for their age. Pupils' achievements have improved since the last inspection.

Main strengths and weaknesses

- Pupils achieve very well at this school, although standards are greatly affected by the high incidence of pupils who speak English as an additional language.
- There is very good use of assessment to ensure that all pupils are sufficiently challenged to enable them, whatever their ability or background, to make good progress.
- Pupils with special educational needs achieve very well and build effectively on their previous experiences.

Commentary

1 The table below shows that for the pupils in Year 6 last year, National Curriculum test results are well below those in most other schools in English, below average in mathematics and average in science. Results are much better compared to similar schools, those with the same number of pupils on free school meals, where standards are average in English and mathematics and above average in science. However, because of the very high proportion of pupils who speak English as an additional language, this national comparative data must be treated with extreme caution.

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

Standards in:	School results	National results
English	25.6 (25.6)	26.9 (26.8)
mathematics	26.1 (27.3)	27.0 (26.8)
science	28.6 (27.1)	28.6 (28.6)

There were 80 pupils in the year group. Figures in brackets are for the previous year

2 The trend of pupils' attainment over time is an improving one and is now above the national trend. From the work seen in Year 6, pupils' standards in English, mathematics and science are in line with the levels expected for their age. Standards are improving because teaching is very good and assessments are used very effectively to challenge all pupils very well. Pupils achieve well in religious education and they reach standards that are in line with those expected in the Agreed Syllabus. Scrutiny of pupils' present and past work shows they develop and improve their skills very well because teachers use their knowledge of individuals very well to set tasks that interest and motivate pupils. In ICT, pupils achieve well and reach standards that are above those expected for their age, however the limited resources, especially in classrooms, mean that pupils do not have sufficient opportunities to improve even further in their studies using computers. In the computer suite, pupils use their skills well when word processing stories, using the Internet for research and producing graphs to show the results of experiments in science. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about achievements.

3 During the inspection no significant variation was noted in the attainment of boys and girls in any subject. The effective analysis of assessment information means the school has useful evidence of the very good progress made by all pupils, including those with special educational needs, English as an additional language and those who are gifted and talented, during their time in school. The school priority to improve pupils' writing is working very well and is a major factor in the improving standards. All teachers use the "WALT and WILF" strategies and pupils know at the beginning of lessons "We Are Learning To (WALT) and What Am I Looking For (WILF)". This means that pupils understand the objectives of the lesson and they explain the progress they have made by the end of the lesson. Teachers use pupils' literacy skills in other subjects very effectively, for example, discussions and questioning are used very well and there are very positive gains in pupils' learning in speaking and listening due to the whole school focus on this aspect of their education. Pupils' mathematical skills are effectively used in other subjects, for example, when creating graphs using ICT and measuring temperature changes in science. Throughout the school year groups vary quite considerably because of the number of pupils who have special educational needs or English as an additional language. However, the school makes very good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

4 When pupils enter the school at times other than the normal entry point in Year 3, their attainment is often well below that expected for their age. However, their difficulties are identified early and this has a significant impact on their very good achievement. The relatively high mobility of pupils entering the school often affects the overall attainment of classes because they have not been in school long enough for the very good teaching and learning to have an impact. All pupils are special in this school and they thrive in a very good learning environment that values each pupil and their individual qualities. Throughout the school, parents' comments show that they feel their children are achieving very well and making very good progress.

Pupils' attitudes, values and other personal qualities

This is a strength of the school. Pupils' very good attitudes, behaviour and desire to learn, are evident in all classrooms. Relationships are very good throughout the school. Attendance and punctuality are good. There is very good provision for the development of pupils' personal qualities, including their social, moral, spiritual and cultural development. These high standards have been maintained since the last inspection.

Main strengths and weaknesses

- Pupils are enthusiastic and confident learners who are keen to join in all that the school offers.
- Teachers expect pupils to behave very well, and they do.
- The headteacher gives a very good lead in establishing supportive relationships. The school is a very good place to learn.

Commentary

5 Pupils like coming to school and enjoy the work, play and friendships. They behave very well in lessons and around the school. The school is a well ordered and reassuring place to grow, for example there is a calm and social atmosphere in the dining hall. Teachers' voices are rarely raised because pupils are usually thoughtful, hardworking and considerate. They understand the rules, rewards and punishments and think that these are fair. Adults, including the teaching assistants, lunchtime staff and the headteacher work together very well, this sets a good example for the pupils. Older pupils take responsibility as "buddies" for younger classes. Social and moral issues are discussed regularly when pupils sit in a circle in the classroom and during assemblies.

6 Pupils with special educational needs enjoy school and are determined to do well. They benefit from the tolerance and respect for everyone which is evident everywhere. Other pupils are

quick to offer help or praise success. Behaviour is rarely an issue, because teachers expect the best and are good at including everyone in lessons.

7 Attendance and punctuality are good. The school has very good systems to keep an eye on this. The staff use good systems to motivate families and congratulate the great majority whose attendance and punctuality are very good. There have been no exclusions during the last year.

8 The provision for spiritual development is very good. Teachers put a lot of time and effort into promoting pupils' personal development. This is a welcoming school, where people listen to each other. Pupils are encouraged to ask questions and say what they think. Consequently, there are regular opportunities to discuss values and beliefs and the way these affect people's lives. There are good links between areas of learning, which help pupils to make sense of their world. The teachers plan some of these and some are spontaneous. For example, in a lesson on mummification in Ancient Egypt, the discussion turned to ideas on burial customs and beliefs in modern religions.

9 Provision for cultural development is very good. There is an emphasis on celebrating and learning more about differences, for example a prominent display promotes the wealth of languages spoken in the school as an asset, not a handicap. There is a valuable tradition of visits and visitors, for example, an expert in Islamic art has worked with classes. The school has a good stock of fiction set in other cultures and teachers make good use of these. The diversity within the school, together with the very good relationships and a rich curriculum, means that pupils learn to appreciate and respect other people's values and beliefs. This is particularly true for pupils who join the school during the year as they are quickly integrated into all activities, sometimes with very good, specific help from teaching assistants.

Attendance

Attendance in the latest complete reporting year (95.6%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.2
National data	5.1	National data	0.4

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

Exclusions

There were no exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	96
White – any other White background	7
Mixed – any other mixed background	1
Asian or Asian British – Pakistani	155
Asian or Asian British – any other Asian background	1
Black or Black British – Caribbean	3
Black or Black British – African	6
Black or Black British – any other Black background	1
Any other ethnic group	1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. There is very good provision for pupils in English, mathematics and science. There is good provision for ICT and satisfactory provision for religious education. There is also very good provision for pupils' personal development. Links with parents and the community are good.

Teaching and Learning

The quality of teaching is very good. This has a positive impact on the quality of pupils' learning which is very good. Teachers know their pupils very well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is very good. The quality of teaching has improved since the last inspection.

Main strengths and weaknesses

- Assessment information is used very well to tailor the work for different attaining pupils, including those with special educational needs, those who speak English as an additional language and those who are gifted and talented.
- Throughout the school, lessons are prepared well and organised effectively; pupils know what they are doing and, most importantly, why they are doing it.
- Teaching assistants are deployed very effectively and enhance pupils' learning significantly.
- Teaching has good regard to what pupils of different ages must be taught and tailors the work to suit the learning of differently attaining groups.

Commentary

10 Teachers regularly use a wide range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used very well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by all staff. Pupils gain sufficient information on how well they are achieving and there are clear targets for what they must do next to improve. Lesson planning includes the use of "WALT and WILF" so that all pupils know what they are to learn in the lesson and teachers and pupils assess what they have learned at the end of lessons very well. For example, in a mathematics lesson in Year 6 pupils had to use fractions accurately to find part of a number. They listened and discussed with the teacher the particular aim of the lesson and put their learning to very good use when solving problems involving fractions of whole numbers.

11 Effective teaching throughout the school means that all pupils, whatever their needs, make very good progress and achieve very well. This is because very good regard is given to pupils' individual learning needs and marking sets pupils' targets for further improvement. This school has come a long way since its last inspection because of very effective leadership and management; teaching is much improved and no unsatisfactory lessons were seen. Throughout the school, lessons are well prepared and organised effectively. Teaching assistants make a significant contribution to the quality of the teaching and learning. They work very well with teachers and are fully aware of their role and how they are expected to work with the pupils. They relate extremely well to pupils and expect them to work hard, a challenge which most pupils rise to most of the time.

12 The headteacher and co-ordinators have undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. The National Literacy and Numeracy Strategies are used well and, because of this, pupils' achievements are very good in English and mathematics. Teachers have very high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond very well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	15 (44%)	11 (32%)	8 (24%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13 In Years 3 to 6, the teaching of basic skills is very good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. The pace of lessons is very good and pupils have very good relationships with teachers and adults in the classroom, which means that they are keen to please teachers and do well. Teachers know and manage their pupils very well and provide very good support for different activities. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with English as an additional language is very good because teachers plan activities very well and ensure these are closely matched to pupils' needs. Several new staff who joined the school this year soon became involved in the drive for improvement and are contributing very well. The school is well placed to improve standards further.

The curriculum

The school provides a very good, innovative curriculum. Opportunities for curriculum enrichment through the school's use of visits and visitors are very good. There is a very good range of extra curricular activities. Learning resources and the school's accommodation are good.

Main strengths and weaknesses

- The curriculum is innovative and is based upon developing pupils' skills as writers.
- The school is very inclusive and promotes racial and cultural harmony very effectively.
- Whilst learning resources for ICT are satisfactory, there are currently not enough computers or interactive whiteboards in classrooms to support teaching and learning.

Commentary

14 The curriculum is very well managed by the headteacher. The curriculum is rich and stimulating and has recently been radically changed to tackle the weaknesses that were evident in pupils' writing skills. The cross curricular approach has been very successful, with teachers and pupils enjoying lessons in all subjects, where activities in writing in a range of genres is having a very positive effect on pupils' achievement. The previous inspection noted that the school's curriculum was "rich, purposeful and relevant". These positive aspects have been built upon and the school's curriculum provision is now improved.

15 Pupils are encouraged to learn through first hand learning experiences through the many well-planned and appropriate visits and visitors. The quality of visits helps to deepen pupils' knowledge and understanding. For example, a recent visit to a museum linked to the pupils' work in history on Ancient Egypt enabled pupils to look at original artefacts, which inspired them to write knowledgeably and in depth about mummification. Visits prepare pupils very well for their transfer to secondary school.

16 Inclusion is at the heart of the school and all teachers and learning support staff use a good range of strategies to make sure that all pupils benefit from what the school has to offer. Many pupils have English as an additional language. Bilingual support is very good and, as a result, these pupils learn English rapidly. Those pupils who have special educational needs are very well supported and achieve very well against the targets set for them. The school makes good provision for those pupils who are identified as being gifted or talented. Pupils from different cultures,

religious backgrounds and ethnic groups respect each other. The school curriculum prepares all pupils very well for life in a multicultural society.

17 Learning resources are good overall and are used effectively in lessons. However, whilst the school's computer suite is used well to teach new skills in ICT, the school has too few computers and interactive whiteboards in classrooms, so there are missed opportunities for pupils to use ICT to support day to day teaching and learning and this adversely affects pupils' achievements, which could be higher. The school's accommodation is good. It is very spacious and kept very clean and well maintained by the caretaker and cleaning staff. Pupils' work is very well displayed, providing a very vibrant and attractive environment. There is an adequate number of teachers, some of whom are newly qualified and are improving their teaching skills under the effective guidance of the headteacher and more experienced members of staff. There is a good number of learning support staff who give very effective support in classrooms.

Care, guidance and support

Provision for care, guidance and support is very good and has been improved since the last inspection. The school offers its pupils a very caring and supportive environment where all are valued and respected and there are very good procedures to seek their views in all areas of school life. There are very good procedures relating to child protection, health and safety.

Main strengths and weaknesses

- Staff know pupils very well and take good care of them because of the very good relationships established in the school.
- Staff help pupils to be aware of their strengths and weaknesses and what they need to do to improve.

Commentary

18 Teachers develop very good relationships with pupils based on trust and respect so that they provide very effective care and support for all pupils. Governors have established very good procedures to ensure pupils' health, safety and protection and the school makes appropriate arrangements to care for pupils with special medical needs. Good links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.

19 Pupils are welcoming to visitors and there is a very friendly atmosphere in the school. Pupils feel that through the School Council, as well as discussions in classes and in assemblies, their views are considered and valued. Recent improvements brought about by the School Council include seating arrangements at lunchtime and the provision of pegs in toilets. Council members have been given the role of playground "buddies", pupils who offer friendship or advice to any pupil seeking help. Pupils report that they experience very little bullying and that the staff deal with any issues quickly and effectively. Teachers know their pupils very well and provide very good educational support and guidance. They ensure that pupils begin the lesson by understanding the aims of the lesson and evaluate their own success in meeting those objectives at the end. Other strategies include teachers discussing pupils' strengths and weaknesses with them, using targets effectively, reviewing them regularly and communicating to pupils the levels they have achieved for selected pieces of written work. The monitoring of pupils' personal development is less formal but information is effectively gathered through the knowledge teachers have of individual pupils and their needs. This information helps teachers to plan appropriately for pupils to achieve as well as they are able.

20 Pupils with special educational needs or English as an additional language are particularly well supported by staff and a good range of visiting specialists to ensure that they make good progress. Support and guidance is very good, for example all the individual education plans now include writing targets that help pupils to see how well they are doing. A good feature is that adults do not dominate and spoon feed, they expect pupils to make good choices. This leads pupils

towards more independent work. The school's records of progress are very good, this helps teachers to plan work and give relevant advice. Pupils across the school respond well to the level of care and support given and this enables them to approach staff with confidence when they need help or advice.

Partnership with parents, other schools and the community

The school has developed good links with parents and the community. The links with other schools and colleges are very good. These partnerships make a very good contribution to pupils' learning. There are good opportunities for pupils and parents to be involved in the work of the school. These aspects have improved since the last inspection.

Main strengths and weaknesses

- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community makes a good contribution to the curriculum and pupils' personal development.
- The school's very well established links with other schools and colleges are used effectively to support pupils' learning and personal development.

Commentary

21 The school plays an important part in the life of the community and has built strong links with parents and the wider community. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with all aspects of the school and particularly value the role it plays in the community. Parents expressed their support for the school in the questionnaires and at the parents meeting prior to the inspection. The school takes seriously and deals effectively with any concerns from parents. There is a very active parents and friends association that raises funds for the school and provides a wide range of social activities. These very positive links have been improved since the last inspection because of the "open door" policy and the range of curriculum evenings provided for parents. Some parents are involved in the school and help in a variety of ways. The school provides parents with very good quality information when their children start school and frequent bulletins about current events and issues. Teachers inform parents about their children's progress at meetings throughout the year and in a written report in the summer term.

22 The good links with the community include a range of visits and visitors who enhance the pupils' learning. The school is a member of a local cluster of schools and regular meetings are arranged for the schools' headteachers and subject co-ordinators. This enables them to share best practice and discuss and solve common problems. For example, the focus on how to improve pupils' mental mathematics skills was discussed with other co-ordinators. The school has good links with the local secondary school, through the bridging programme and visits by the Year 7 staff. This link is used very well to provide physical education, science and French experiences for the pupils. In conjunction with the neighbouring Infant School, there is provision for pupils in both the breakfast club and the after school club that are popular with a large number of pupils. The school joins the other schools in the area in singing in the Minster at Rotherham.

23 Parents of pupils with special educational needs are kept well informed of progress and have opportunities to be fully involved. They are very appreciative of the care provided by the school.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Leadership by the headteacher and governors is very good, it is good by key staff. The involvement in and governance of the school by the governing body is very good. The leadership and management of the school have improved since the last inspection. The potential barrier to improved attainment of the limited English

language skills of a large proportion of pupils is overcome well and pupils' achievements are not adversely affected.

Main strengths and weaknesses

- The headteacher provides a very clear sense of direction for the school enabling a strong drive to improve pupils' achievements.
- The whole school shares the headteacher's clear commitment to inclusion.
- The governing body has a very good understanding of the strengths and weaknesses of the school and assists in shaping a clear vision for its work.

Commentary

24 The manner in which the headteacher leads and manages the school is inspirational; he is the mainstay of rapid improvements at this school. Through his vibrant skills and passion for success, there is a very good team spirit in the school. He sets high expectations for all staff and nurtures the skills and talents of every individual. His drive for excellence has been the main reason why the school has improved over the last few years. He places great store in teamwork and valuing the contributions made by every person who works at, studies in, or shows support for the school. In doing so, he has gained the respect of pupils, staff, governors and parents. Leadership and management are complemented well by the hard working and effective senior management team.

25 The headteacher and staff meet regularly to discuss common issues and oversee work in the different aspects and subjects of the school. An approach involving an assessment of each pupil's knowledge, skills and understanding and using the information to plan the next step in their learning has been firmly established. This process has been instrumental in improving pupils' achievements. A very clear sense of direction is apparent and pupils achieve very well when compared to their previous attainment. The provision for pupils with special educational needs is well managed by the school's special educational needs co-ordinator who is experienced and knows pupils and their families very well. There are effective and well understood procedures. The school keeps up to date records; these are relevant and focus on raising achievement. When outside help is needed, the school has good relationships with other agencies so there are few delays. Some of the support team have experience and training in helping pupils with special educational needs. They are well deployed, feel valued and make a good contribution to learning. There is a well informed governor for special educational needs. The provision for pupils who speak English as an additional language is very good. All support staff know these pupils very well and they provide high level care and assistance both in lessons and in sessions where they are withdrawn in small groups for individual help. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in this culturally diverse school and all pupils, whatever their ability or background, are fully included in the life of the school.

26 The headteacher's very good leadership has ensured that any difficulties are identified and dealt with as they arise. This is shown in the way the headteacher and subject co-ordinators monitor their colleagues' teaching, check lesson plans and scrutinise samples of pupils' work. All teachers have their literacy and numeracy lessons observed regularly, as well as lessons in other subjects as they become the focus of the school improvement plan. Teachers receive detailed feedback on the quality of their lessons and areas for improvement are identified. At a subsequent time, the headteacher follows up the areas for improvement and ensures that these are part of the performance management targets. In addition, the very good induction arrangements for the significant number of newly qualified teachers in the school ensure that they receive very good training and support during their designated time outside the classroom. As a result, teaching is very good and having a very positive impact on pupils' achievements.

27 The governing body is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last inspection report have been addressed. They have a clear idea of the school's standards in English, mathematics and science because they regularly watch lessons and

prepare written reports on the school activities. They accept that with the very large numbers of pupils who speak English as an additional language, coupled with those who have special educational needs, the comparisons with national figures are not always a reliable guide to pupils' achievements and so use the information from the school's tracking systems to judge pupils' progress. There is written monitoring information on the budget, provided by the very knowledgeable bursar, that governors discuss to ensure that expenditure is closely monitored. As a result, the school provides very good value for money. The high carry over figure, shown below, from the previous year came from new funds allocated to the school late in the financial year to help with refurbishment work in the school. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to have two meetings each term with one dedicated to the Junior School and one combined with the Infant School to ensure that co-operation between the two schools is of the highest quality. In addition, governors ensure that all statutory requirements are met. The high quality leadership and management are having a very positive impact on pupils' learning and achievements that are improving rapidly.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£627,540
Total expenditure	£674,115
Expenditure per pupil	£2,324

Balances (£)	
Balance from previous year	£56,345
Balance carried forward to the next	£9,770

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

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**

Main strengths and weaknesses

- The subject is led and managed very well and this is leading to rapidly improving standards in writing.
- Teachers plan very effective links with other subjects, so pupils benefit from writing for a range of purposes.
- There are some missed opportunities to use ICT in lessons to support teaching and learning.

Commentary

28 Standards in writing are improving rapidly and the current Year 6 pupils are likely to reach standards in line with those expected for their age. Standards in speaking and listening and in reading are also in line with those expected. Improvements in writing have been significant and innovative and are due to the vision and drive of the subject co-ordinator. For example, since taking on the responsibility for the subject, the co-ordinator has:

- Radically reorganised the whole school curriculum, so that pupils must use their literacy skills to support learning in all other subjects.
- Undertaken the training of staff to introduce a new way of teaching writing, so pupils are taught to understand the different genres of writing from Year 3 onwards.
- Rigorously monitored the new initiatives through the sampling of pupils' work and through the direct observation of teaching, so the co-ordinator has been able to pick up and tackle any weaknesses that emerged.
- Analysed the results of individual pupils' assessments to check that pupils of all abilities and ethnic groups are achieving to their potential and where concerns have been identified, intervention strategies to help individual pupils have been put in place quickly.

29 As a result of the very good leadership and management of the subject, improvements since the previous inspection have been good. Standards are now better than they were, improvements in pupils' writing skills are significantly better and the quality of teaching has improved. There is still scope for further improvements however. Spelling skills are a weakness throughout the school and pupils do not have individual targets in reading, so they do not always know what they need to do to improve either their technical reading skills or their fluency.

30 The quality of teaching is very good and, as a result, pupils of all abilities, including those pupils who are learning English as an additional language, are achieving very well. Very good opportunities are given for pupils to extend their speaking skills as they work with "talking partners" or within small groups, to discuss their work. This is particularly effective in developing the vocabulary and fluency of the high percentage of pupils whose home language is not English. Correct vocabulary is used to very good effect in all lessons, which has a very positive effect on the acquisition of language.

31 Teachers plan the curriculum very well so that there are many relevant and interesting opportunities for pupils to use and extend their reading and writing skills across all subjects. For example, pupils in Year 6 use the features and structure of persuasive text to plan, compose and edit advertising material. In Year 5, pupils use the structure and features of explanation text to edit their previous writing as they look for causal and time connectives linked to their work in history on Ancient Egypt. In Year 4, pupils learn how to read newspaper reports and articles with a critical eye and the youngest pupils in Year 3 learn the main features of the different genres of writing.

Teachers have very high expectations of both work and behaviour and as a consequence, pupils behave very well in lessons, show very positive attitudes to learning and are helpful and supportive to each other. Lesson objectives are shared with the pupils at the beginning of every lesson in the form of “WALT” and “WILF”, so pupils know exactly what they are supposed to do during the lesson. Learning support staff are used very well in lessons, either to support those pupils with special educational needs or to assist those pupils who are learning English as an additional language, consequently, these pupils achieve very well.

32 Generally, ICT is used well to support work in literacy. There are many good examples of pupils using the Internet to develop their research skills, or using effective word-processing skills to draft, edit and rewrite their work. However, there are currently too few computers and interactive whiteboards in classrooms, so there are missed opportunities to further develop pupils’ ICT skills during day to day lessons and this adversely affects their achievements.

Language and Literacy skills across the curriculum

33 Effective use is made of pupils’ good reading skills for them to use non-fiction books and the Internet to research topics in other subjects. Pupils use correct technical vocabulary within each subject and have good listening skills so they are able to discuss in pairs and small groups to further their understanding. The use of different writing genres is now firmly embedded in all subjects across the curriculum.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- All staff know pupils well and relationships are very good.
- Pupils of all abilities achieve very well because suitable work is planned to meet their different needs. However, the shortage of computers in classrooms limits the opportunities pupils have to use ICT to enhance their mathematical studies.
- Teachers use challenging, targeted questioning during the mental and oral part of lessons.

Commentary

34 The provision in mathematics has improved since the last inspection. In Year 6, standards are in line with the level expected for their age and pupils respond very well to the challenges they are set because they have positive attitudes to mathematics and many say they enjoy the subject. Pupils achieve very well, including those with special educational needs and those who are learning English as an additional language. This is because they work hard, the teaching is often very good and lessons are well planned using the “WALT and WILF” strategies. For example, teachers plan appropriate activities for the full ability range in each class by setting work initially at three different levels. This ensures pupils understand what they are doing and make good progress. Teachers deploy support staff very effectively so pupils often benefit from working in small groups. In addition, all staff know pupils very well and the very good relationships they have established with them help pupils to develop confidence. New learning targets are shared with pupils at the beginning of lessons so that they are aware of what they are supposed to know and do by the end of the lesson.

35 The effective leadership and management of the subject ensure that staff work closely together and frequently discuss pupils’ progress in the subject. The co-ordinator has completed observations in lessons and undertaken scrutiny of pupils’ work. The information from these is used to guide future school developments. The co-ordinator ensures that there has been analysis of National Curriculum test results to find out which areas of mathematics need improving and teaching is adjusted accordingly to tackle the problem areas. For example, the improvement plan last year shows that the co-ordinator correctly identified the mental mathematics session at the

beginning of lessons as the main focus for improvement. As a result, pupils' skills and achievements have improved significantly this year.

36 All pupils are engaged and challenged during the introductory part of lessons when teachers use their knowledge of pupils' ability to accurately target questions. For example, in a Year 5 lesson the teacher used the addition and subtraction of odd and even numbers to challenge pupils to find the rules that decided whether an answer would be odd or even. They rose to the challenge very well, for example, they explained that the addition of two odd numbers would always be even. Pupils in Year 3 learn to count, add and subtract with increasing accuracy as they solve shopping problems. In a Year 5 lesson, very good questioning skills ensured that pupils improved their mathematical language and understanding when identifying different prime numbers. In a very good lesson in Year 6, pupils worked with four digit numbers and found the solutions to fractional parts of the number. Higher attaining pupils tackle problems that involve fractions, percentages and decimals using their knowledge well when changing $\frac{69}{100}$ into 0.69 and finally 69 per cent. These pupils are given challenging problems to solve, for example creating shapes using co-ordinates that include negative numbers.

Mathematics across the curriculum

37 Mathematics is used well across the curriculum in some subjects. Although the computers in the suite are used well to support mathematical studies the limited resources in classrooms means that pupils are not given enough opportunities to enhance their skills further with the use of well chosen mathematical programs. In science, pupils make graphs of water cooling, measure the growth of plants and record temperatures. In geography, they use maps and co-ordinates accurately to find specific places and draw plans.

SCIENCE

Provision in science is **very good**

Main strengths and weaknesses

- Teachers strike a good balance between teaching scientific facts and developing pupils' skills in investigating.
- The school keeps very good records of what each pupil knows and understands.
- Teachers guide pupils towards choosing their own methods when presenting and explaining results.

Commentary

38 Pupils are achieving very well in science. Standards are better than they were at the last inspection, when they were below average. Pupils in the present Year 6 are on course to match the school's best ever results reached in the National Curriculum tests last year. Standards then were in line with those expected when compared to all schools and better than similar schools. Well over a third of pupils reached above average levels. This represents very good achievement, because a significant number are learning in their second language. These pupils, together with those who have special educational needs, make very good progress. All pupils achieve very well because they enjoy good, enthusiastic teaching that takes account of individual needs. Consequently, they listen carefully, get involved and work hard.

39 Another reason for the rise in standards is the very effective leadership and management of the subject. Science was chosen as a whole-school priority last year after some disappointing National Curriculum test results. The co-ordinator worked closely with senior staff to look at the quality of teaching and how well the curriculum was working. This led, for example, to changes in lesson planning for different abilities and a clearer system to develop key scientific ideas in a coherent way. Several new staff who joined the school this year soon became involved in the drive for improvement and are contributing very well. The school is well placed to improve standards further.

40 Lessons are always well prepared and teachers keep things bubbling along with clear explanations and good questions. They have very good relationships with pupils and make sure all are involved. As a result, pupils are well behaved, busy and learn to think for themselves. Work is carefully matched to pupils' ability so that all get the most from lessons. For example, the higher attaining pupils are often challenged by harder questions, or more open ended tasks. Teachers keep careful records to help plan for this. The best marking asks pupils to think more deeply, with comments like, "Yes, but can you explain why you decided this?"

41 Pupils make very good progress in the skills of investigating, as well as in understanding and remembering scientific facts. Teachers often teach the two things alongside each other. Pupils are given plenty of chances to find things out for themselves, but teachers do not stand back when some knowledge would help. For example one teacher in Year 4 said, "Before we do the smoke tests, let me share some facts with you". At the end of experiments, pupils go back to their predictions and compare these with the results. This helps them to understand and remember. For example, pupils in Year 3 wrote some sensible conclusions after they used an eggshell to test the things that stain teeth. By Year 6, pupils have a broad range of knowledge about science. This includes their own research from books and the Internet. Teachers in this final year then pull it all together very well, using a thorough revision programme. Pupils say they like this, as it helps them to do well in the National Curriculum tests.

42 Teachers encourage pupils to become independent and responsible investigators. For example, pupils record in their own words and are expected to make decisions about the best way to present their results. Most do this well, often using good diagrams, graphs and tables. Pupils learn how to plan or improve their tests to get more reliable evidence. In Year 5, for example, pupils make some thoughtful suggestions for changing their experiments on sound insulation. This sort of work makes a good contribution to skills in scientific enquiry as well as their personal development. A weakness in a very small number of lessons is that the discussion and planning stages are unnecessarily long. In some work on water resistance, for example, the class spent the whole of a lesson talking and writing about a test for the following day. Although the pupils did their best and worked well, some excitement was missing. The problem was that all the ideas and predictions were too general. They were not based on evidence from any practical work. In contrast, after the same class had constructed several electrical circuits, they were able to pose new questions, devise their own tests and make very good predictions.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is used well in many subjects of the National Curriculum, however the limited resources in classrooms mean that pupils do not have sufficient opportunities to develop their skills further.
- Paired activities, especially in the computer suite, help promote pupils' social skills.
- Pupils' achievements have been maintained since the last inspection because teachers' planning for the subject ensures all pupils develop their skills systematically.

Commentary

43 By Year 6, pupils achieve well and reach standards above the level expected for their age. They use ICT to create charts to illustrate data and a spreadsheet to carry out simple calculations using a formula they have written. A discussion with a group of Year 6 pupils revealed they use the Internet to research information and they use software to cut and paste images into text. Pupils explained how to operate a simple control unit well to make traffic lights operate in a particular sequence. Pupils understand how to use the e-mail facility and they make very good links to their work in religious education when they prepare their own multi media presentation on Eid.

44 Teaching was good in the lessons seen. For example, in a session with a Year 3 class, pupils used two programs and cut pictures from one and then pasted them into a document they were preparing to support their work in English. Teaching in the computer suite is good, because teachers are confident in using the equipment to teach pupils useful computer skills and techniques. For example, Year 4 pupils enter text onto the computer and print it out. Their mouse control skills are good and they can find their way around a program well, by using drop down menus and by clicking on the mouse. They word-process their stories well, putting in spaces and using punctuation well because of the warnings the computer gives them when they have done something wrong. Good support and guidance from teachers and teaching assistants mean that pupils are helped when needed and effective use of the interactive whiteboard means that teacher demonstrations are precise and accurate. As a result, pupils in Year 6 show they are confident using a commercial program to create a topic on Healthy Living and in their presentations the pages come onto the screen in different ways. Pupils often work in pairs and co-operate and share ideas very well. For example, when writing stories they make valid suggestions to each other on the use of interesting language and discuss which pictures to use to illustrate the story.

45 Leadership and management of the subject are good. The co-ordinator has worked hard training and supporting staff and, because of this, teaching is often good and teachers make good use of the computer suite. Due to this training teachers take time preparing lessons so that they can take pupils step by step through the different processes, such as when Year 5 pupils researched information on Ancient Egypt on the Internet. In one Year 6 lesson, the teacher showed pupils how to use hyperlinks to move from one page to another and answer the questions other pupils posed in their presentations.

Information and communication technology across the curriculum

46 This is satisfactory. The school has a good range of ICT equipment in the computer suite. However, there is only one computer in each class and this limits the time available for pupils to use computers to extend and develop their ICT skills further or to support their work in other subjects. The headteacher and co-ordinator are well aware of the need to improve resources and plans are well developed to increase these, including providing interactive whiteboards in all classrooms in the near future. Good use is made of the computer suite to teach ICT skills and some use is made of the laptops to support work in other subjects. For example, by using the facilities of a word processing program pupils in Year 6 created a display of their poems in different sizes, colours and styles to very good effect. The Internet is used effectively to support pupils' work in science in their studies of magnetism and in design and technology in their studies on moving toys.

HUMANITIES

47 Work was sampled from geography and history and only one lesson was seen in each of the subjects. As a result, there is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement. Very little work was available in **geography**. This is because most teaching takes place in the summer term, to make best use of fieldwork and the local area. A scrutiny of teachers' planning shows that the curriculum is relevant, well organised and meets National Curriculum requirements. There are some useful links with other subjects, for example, to give opportunities for pupils to apply their literacy and numeracy skills. The school makes good use of websites, such as the BBC weather surveys, to collect up to date information. There is an appropriate emphasis on map work, for example, pupils in Year 4 use four and six figure co-ordinates to identify features on a local map. Only one lesson was seen, in Year 5. The teaching was good, with effective use of the Internet and an interactive screen. Pupils made good progress in learning about the world map and some of the reasons for weather variations.

48 **History** has a high profile in the school, with some good displays and interesting work from all year groups. Pupils build up a good store of knowledge about people, events and changes in the past. Both pupils and teachers make good use of the Internet to find information. They learn to interpret both primary and secondary sources of evidence and know that historians can glean information from artefacts. Pupils use their literacy skills well in history lessons, for example, in some exciting reports from soldiers of the Battle of Thermopylae, or narratives and instructions from

Ancient Egypt. Work is usually organised and presented well. Pupils in Year 6 print attractive covers and include timelines, maps and a bibliography in their booklets on Ancient Greece. One lesson was seen, in Year 5. Teaching was very good and pupils were enthusiastic and achieved very well.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Pupils have a good understanding of the similarities and differences between Christianity and Islam.
- Pupils benefit from a good range of visits and visitors, which makes learning interesting and more meaningful.
- Pupils are not able to see a clear progression of their work over time as they do not work in books.

Commentary

49 Pupils reach standards that are in line with the expectations of the locally agreed syllabus. All pupils achieve well in their understanding of major world religions, particularly in their good understanding of the similarities and differences between Christianity and Islam. This has a very positive effect on pupils' personal and social development, as friendships in the school cross religious and cultural divides, making the school a racially harmonious community. The school has maintained the standards and provision found at the previous inspection and the strengths in pupils' knowledge and understanding of different faiths is still a main feature of the school's provision.

50 Pupils benefit from a broad and well balanced curriculum. The subject is led and managed well and the co-ordinator ensures that the school makes effective use of visits and visitors to provide all pupils with new learning experiences, which broadens their knowledge and understanding of how different faith communities worship. The co-ordinator provides good guidance for non-specialist staff, but does not have the opportunity to directly observe the quality of teaching. The teaching of the subject is satisfactory overall. There are clear strengths in the opportunities given to pupils in lessons to discuss issues at length with each other and this leads to good achievement. In discussions, pupils are open and honest with each other and show a good level of respect for the different views and opinions of others. Teachers make effective use of pupils' literacy skills. For example, to deepen pupils' knowledge and understanding of Biblical parables, pupils in Year 5 retold the parable of "The Lost Sheep" in their own words and in a modern setting. Pupils with special educational needs are given very good support in lessons, either through extra adult support or by being given work that has been well matched to their reading and writing skills, so they are able to take a full part in lessons.

51 Evidence from a scrutiny of pupils' work throughout the school indicates that all pupils present their work well. However, pupils either work on pieces of paper or produce small booklets, which are then kept in folders. Whilst this work is adequately organised, pupils do not have separate books so there is a missed opportunity for them to see a clear progression of their work in the subject over time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

52 No lessons were seen in art and design, design and technology or music and only two in physical education. It is not therefore possible to make firm judgements about provision in these subjects. In addition to the lessons observed, inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

53 In **art and design**, the evidence seen indicates that pupils have a good curriculum and teachers plan effective links with other subjects. For example, pupils have displayed good skills

when using chalk pastels and watercolours to explore scenes and characters from Ancient Egypt or Ancient Greece. Good observational drawing skills have been used as older pupils have looked at the moving mechanisms in toys for their work in design and technology. The quality of pupils' work throughout the school is good and is displayed to a high standard. However, there are some missed opportunities for pupils to see the progression of their skills because sketchbooks are currently only available for pupils in Year 3. There are few examples of the work of famous artists on display to stimulate pupils' interest in exploring their styles and techniques.

54 In **design and technology**, examples of work show that pupils have a good curriculum and their work is made more meaningful because teachers plan very effective links with other subjects. For example, in Year 6, a topic on "Moving Toys" enabled pupils to explore controlling devices using ICT. They then used their art and design skills to sketch and paint moving toys. In literacy, pupils wrote imaginative stories about toys that came to life and in history, pupils have brought into school old and treasured family toys to explore how they moved. Older pupils have a good understanding of how mechanisms work using cams. There are some missed opportunities for pupils to explore designs and see the progress of their work because they do not have their own individual workbooks, but nonetheless, pupils' work is well organised.

55 In the two lessons seen in **physical education** pupils in Years 4 and 5 had a sound awareness of space. They followed instructions well and developed sound skills in handling bats and balls. In Year 5, pupils worked well in small groups when practising cricket skills. In a very short session with Year 6 pupils being coached by a visiting specialist, pupils used the space in the hall and completed vigorous movements in the warm up session. They were aware of the effects of exercise on their bodies and participated very enthusiastically in the challenging games provided. In a lesson in Year 4, pupils developed their gymnastic abilities well when they combined a number of movements into a sequence. Working in pairs and in small teams has a good impact on their personal and social development.

56 In **music**, teachers' planning and discussions with pupils indicate that the school meets National Curriculum requirements. Pupils have enjoyed composing, for example in preparing pieces of music to accompany some atmospheric writing. The present programme of work includes listening, playing and singing. However, the school has identified the subject as a priority and there are good plans to widen the range of activities. Many staff feel that they lack confidence and expertise in teaching music, although the co-ordinator is a musician. A few teaching packages for non-experts have been tried, but until now none has met the school's needs. However, a well regarded programme of work has now been introduced. There are good plans to support teachers in using this. About 20 pupils have lessons from staff or visiting teachers, on cello, brass and violin. It is clear that music is an integral part of the curriculum planned for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

57 Although **personal, social and health education and citizenship** is taught through discussion when teachers and pupils talk about specific events, no lessons were seen during the inspection and so no judgement on provision is possible. However, from talking with parents, pupils and staff, it is clear that this aspect of the school's work is embedded in everything it does; equality is at the forefront of the school's agenda and all pupils are treated fairly. Much work is seen in other subjects and through assemblies, the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during collective worship. During lessons and breaktimes older pupils take responsibility; for instance they look after younger ones and tidy classrooms. At lunchtimes, pupils socialise very well and chat happily to each other. The very high expectations of staff in all lessons and their example to pupils ensure that pupils' relationship education is very well founded and leads to the very good relationships in school. There is a very effective sex education and awareness of the dangers of drugs programme provided in the science curriculum and the school policy guides staff well in their approach to these subjects. In addition, in discussions on the multi cultural nature of life in this country the school implements very well the clear and effective policy on racial harmony.

58 Pupils develop a sense of **citizenship** through a variety of approaches. They receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. For example, they are consulted on different aspects of school life, take part in community activities and regularly raise money to support charities. Such opportunities help them with moral decisions in life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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