

INSPECTION REPORT

**CRIGGLESTONE ST JAMES' CE (VC) JUNIOR AND
INFANT SCHOOL**

Crigglestone, Wakefield, West Yorkshire

LEA area: Wakefield

Unique reference number: 108250

Headteacher: Mrs Colleen M Gibson

Lead inspector: Mr Ian Hocking

Dates of inspection: 7 - 9 March 2005

Inspection number: 266693

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: Voluntary Controlled
Age range of pupils: 5 – 11
Gender of pupils: Mixed
Number on roll: 291

School address: St James' Way
Crigglestone
Wakefield
West Yorkshire
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Telephone number: 01924 303540
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Appropriate authority: The governing body
Name of chair of governors: Canon John White

Date of previous inspection: 3 May 1999

CHARACTERISTICS OF THE SCHOOL

Crigglestone St James Church of England Voluntary Controlled Junior and Infant School is situated in a semi-rural area, a few miles from the centre of Wakefield. The school has very close links with the local church and values its Church of England status. It has 291 pupils (174 boys and 117 girls) on roll in the age range 5-11. Most pupils receive pre-school education at the nearby nursery school. Children are admitted to the Reception classes at the beginning of the term in which they are five. Several classes consist of pupils from two year groups.

Most pupils who attend the school live in the immediate area in privately owned housing. Unemployment in the area is below the national average. Three percent of pupils are eligible for free school meals, which is below the national average. There are 15 pupils who are at different stages of assessment for special educational needs, which is well below average nationally. Two pupils have a statement of special educational needs, which is below average. There are very few pupils from an ethnic minority background and there are no pupils for whom English is an additional language. The school's intake represents the full ability range, although attainment on entry to school is above average for the majority of pupils.

The school is involved in a range of national initiatives, including Excellence in Cities, Leadership Development Strategy in Primary Schools, Graduate Trainee Programme, and is a Department for Education and Skills pilot school for interactive whiteboards. It has received the following awards: Basic Skills Quality Mark, Investors in People and a NAACE mark (National Association of Advisers in Computer Education) in recognition of its work in information and communication technology (ICT).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1272	I Hocking	Lead inspector	Mathematics, information and communication technology, physical education.
31718	D Shields	Lay inspector	
16761	M Hemmings	Team inspector	Science, PSHE and citizenship, geography, history, religious education, design and technology, special educational needs.
30362	J Henshaw	Team inspector	Foundation stage, English as an additional language, English, music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Crigglestone St James is an excellent, caring and popular school that benefits from outstanding leadership and management and very good governance. It has an outstanding ethos for learning in which Christian values are fostered and excellent relationships exist. Pupils of all abilities are expected to achieve as highly as possible and achieve very well as a result of very good quality teaching. The close partnership amongst headteacher, governors, staff, parents, other schools and with the community contributes considerably to the high standards attained by pupils. It provides excellent value for money.

The school's main strengths and weaknesses are:

- Leadership and management are excellent, and governance is very good.
- All pupils achieve very well as a result of very good teaching.
- Standards of attainment are well above average.
- Pupils' excellent attitudes and behaviour contribute greatly to learning.
- There are excellent links with parents and other schools and very good community links.
- Excellent provision is made to ensure pupils' care, welfare, health and safety.
- The very good curriculum is enriched by very good extra-curricular provision.

The school has responded very well to the minor issues raised in the previous inspection. All of the issues have been dealt with successfully. Additionally, through visionary leadership, supported by committed governance, the headteacher has brought about improvements in every dimension of the school's work. In particular, significant improvements in curriculum provision, pupil care and teaching have raised educational standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	A	A	C
Mathematics	A	B	A	E
Science	A	C	A	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.*

Pupils' achievement is very good overall. The above table shows that the 2004 Year 6 class reached standards well above the national average. The grades shown in the column headed "similar schools" are invalid because of an anomaly in the school's Year 2 national tests in mathematics in the year 2000. The impact of this anomaly has placed the school into the incorrect category for comparison purposes. However, the school has accurate assessment data that clearly shows that its 2004 test results represent very good achievement for pupils in relation to their previous performance when these pupils were in Year 2.

The school's results in national tests, overall, have been well above national averages over the last three years. Standards in the present Year 6 class are well above average in English, mathematics, science, information and communication technology (ICT), religious education, music and physical education and reflect very good achievement for all pupils.

The school's 2004 test results for Year 2 pupils are also much better than national results. Overall, over the previous three years standards have been very high (ie within the top five per cent of schools nationally). Standards in the current Year 2 class are well above average in reading, writing, mathematics, science, ICT, religious education and music. Standards are above average in physical education. These standards represent very good achievement from the pupils' above average standards when they began in Reception.

Children in Reception also achieve very well because of very good teaching, enabling almost all of them to reach each of the goals they are expected to reach by the end of Reception, and most exceed them.

Throughout the school, pupils show very good skills in reading, writing, speaking, listening, numeracy and ICT, and apply these very successfully in other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are excellent. Attitudes and behaviour are excellent. Pupils' attendance and punctuality are very good. All of these strengths contribute substantially to pupils' learning.

QUALITY OF EDUCATION

This school provides a very good quality of education for its pupils. Teaching is very good overall and is often excellent, ensuring that all pupils achieve very well. Teachers have high expectations about what pupils can achieve, and of their behaviour. Pupils show great application, enthusiasm and pride in their work because lessons are interesting. They receive considerable encouragement from teachers and teaching assistants and have excellent relationships with them. Very good assessment arrangements provide pupils with clear guidance about how they might improve their work. Pupils experience a very rich curriculum and their learning benefits from excellent links with parents and other schools and very good links with the community. Very good quality resources, especially in ICT, contribute to the high quality of education provided. The school's arrangements for pupils' care, welfare, health and safety are excellent.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. The headteacher motivates, inspires and promotes high standards in all areas of the school's work. She has gained the full respect of staff, pupils, parents and governors. Of particular note is the way an excellent ethos has been fostered, and this is exemplified by the fact that the school has continued to move forward despite an almost complete turnover of teaching staff since the previous inspection. The governors are very effective as they are well informed, which enables them to challenge and support the senior managers and make a very good contribution to shaping the vision and direction of the school, for example, in their financial commitment towards ICT development. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have extremely positive views of the school. In particular, they are very pleased with the fact that their children like school, behave well and are expected to work hard. They also strongly commend the leadership of the school and the quality of teaching. There is a very clear and productive partnership between the school and their families. The very

good contribution that parents make, both to the school and their children's education, benefits pupils' learning.

Pupils show very high levels of satisfaction. They like school and enjoy lessons. They consider their views are respected when they offer opinions in lessons or talk to any of the adults in the school and take particular pride when they are involved in the appointment of teaching staff.

IMPROVEMENTS NEEDED

There are no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is very good for all pupils, regardless of background or ability. Standards reached by Year 6 pupils and Year 2 pupils are well above average.

Main strengths and weaknesses

- Standards in English, mathematics and science are well above average.
- Standards are well above average in ICT, music, religious education and, for Year 6 pupils, in physical education.
- Pupils' achievement is very good.
- Children in Reception get an impressive start to their schooling and far exceed the levels of attainment expected nationally.

Commentary

1. Excellent leadership and management of the school are pivotal to the high educational standards that are achieved. Senior managers of the school inspire very good and excellent quality teaching and learning by the role models they present to others.
2. Throughout the school there are no significant differences in the achievements of boys and girls or pupils from different ethnic groups. Pupils with special educational needs achieve very well because of the extra support they are given. The school is also equally successful in providing for the needs of gifted and talented pupils and, as a result, they also achieve very well.
3. Almost all children in Reception attain the levels expected in each of the Early Learning Goals, and most exceed them. This represents very good achievement relative to the above average level of attainment of most children when they began school and reflects consistently very good and occasionally excellent teaching.
4. Year 2 pupils achieve very well as a direct result of very good and sometimes excellent teaching. Standards seen during the inspection are well above average in English, mathematics, science, ICT and music. Standards in physical education are above average. In religious education, pupils reach standards well above those expected in the Wakefield Agreed Syllabus.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.8 (18.2)	15.8 (15.7)
Writing	18.4 (18.3)	14.6 (14.6)
Mathematics	17.5 (18.7)	16.2 (16.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

5. The above table shows that overall the school's results in national tests are well above national results. Over the last three years, the school's test results have been very high (ie in the top five per cent of schools) when compared to national results and consistently higher than those of similar schools.
6. Year 6 pupils also achieve very well as a result of very good and often excellent teaching. Standards in English, mathematics, science, ICT, music and physical education are well above average. Standards in religious education are well above those specified in the Wakefield Agreed Syllabus.

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

Standards in:	School results	National results
English	29.7 (29.0)	26.9 (26.8)
Mathematics	28.7 (28.3)	27.0 (26.8)
Science	31.0 (29.1)	28.6 (28.6)

There were 45 pupils in the year group. Figures in brackets are for the previous year

7. The above table shows that results in English, mathematics and science are much better than national figures. These results represent very good achievement for this group of pupils when taking into account their prior attainment when they were in Year 2. This evaluation is based on the school's assessment data because this provides a more secure basis than the school's national test results in Year 2000, when these pupils were in Year 2. The school's results in national tests have been well above national averages, overall, for the last three years.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to school are excellent. Pupils' spiritual, moral, and social development is excellent, and cultural development is very good. Pupils' attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils develop a really clear understanding of right and wrong.
- Pupils enjoy coming to school and are extremely enthusiastic about learning.
- Spiritual development permeates many aspects of the school's work.
- The school is an extremely friendly and caring community.
- Relationships throughout the school are excellent.

Commentary

8. Pupils get on very well with their classmates and have extremely secure relationships with teachers and other adults who work with them. Pupils hold their teachers in high regard. One older pupil states, "my teacher always has time to listen to me", whilst another says, "they always check that you are ok". Unanimously pupils say they enjoy every aspect of their school life. In discussions, pupils confidently express the view that bullying is very rare. If it does happen they know what to do and confirm there is an adult who will help them. Discussions with pupils, even the younger ones, indicate that they have a very good understanding of both racism and sexism. Pupils with special educational needs and those from ethnic minority backgrounds equally enjoy and are

involved in all aspects of school life. Pupils of all ages readily accept responsibility and carry out even the smallest tasks in a sensible manner. They are eager to talk to visitors and to offer assistance, and are always very polite and friendly. Children in Reception are very confident and far exceed the Early Learning Goals for personal, social and emotional development because the school places this at the heart of their learning.

9. Lessons and other school activities are extremely happy, busy and productive. This is because all pupils enjoy the experience of learning, they try very hard and are very attentive, and this has a really positive impact on how well they achieve in lessons. Pupils clearly value what their teachers and their classmates have to say. Discussions, even those involving the younger pupils, are mature and thoughtful. They co-operate with each other and work very well in small groups and pairs; this is particularly noticeable in ICT and science lessons. This contributes very well to their growing self-confidence and independence. Pupils overwhelmingly confirm that lessons are interesting and fun and that they are trusted to do things on their own. Pupils are able to get on with their work because they behave so very well. One reason for this is that all adults have a consistent approach to behaviour management. The other is the very high priority that the school gives to pupils' social and moral development. There are clear but fair rules that pupils say they understand. Any occasional incidents of misbehaviour are dealt with very discreetly and this ensures that lessons are not interrupted. There were no exclusions last year.

10. Pupils' spiritual development is fostered unobtrusively but extremely well. Because of the very strong relationship the school has with the church, this aspect underpins much of the school's work. Through the school's very good curriculum, for instance in circle time and in subjects such as music, art and design and literacy, pupils develop a growing understanding of beauty, justice and self-worth. Daily assemblies are truly uplifting experiences. They have an excellent social and moral content, but equally, opportunities for pupils to listen to music or reflect on how the themes might apply to their own lives are provided. Pupils are greatly valued and treated with respect; as a result, they are courteous and friendly towards adults who work in the school. As they progress through the school, pupils become confident about themselves and life outside the school. The school prepares pupils well for life in a multi-ethnic society and effectively raises their awareness of cultural diversity. For example, pupils speak enthusiastically about the friendships that have been formed as a result of the links with a nearby school with a high multi-ethnic population.

11. Attendance is well above that found in most schools. Pupils are usually only absent if they are unwell. Almost every pupil arrives at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This school provides a very good quality of education for its pupils. Pupils achieve very well because of very good teaching throughout the school. Pupils receive an enriched curriculum and their learning benefits from excellent care, very good guidance and support, excellent links with parents and other schools and very good links with the community. Very good quality resources, and excellent provision in ICT, contribute to the quality of education provided.

Teaching and learning

Teaching and learning are very good overall and often excellent. This represents a substantial improvement on the good quality of teaching reported at the previous inspection. Assessment procedures are also very good.

Main strengths and weaknesses

- Excellent inclusive provision and very good teamwork enable individual needs to be met very successfully.
- Teachers' highly enthusiastic and skilful teaching inspires pupils to apply themselves wholeheartedly to their learning.
- There are many examples of excellent teaching.
- Assessment procedures are very good.

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11 (21%)	28 (54%)	12 (23%)	1 (2%)	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.

- The headteacher's high aspirations for all pupils and the school's exceptionally inclusive practice underpin the high quality teaching seen throughout the school. Teachers consistently and unobtrusively require pupils to behave well and give full attention. Because there is an excellent ethos for learning, maximum use is made of lesson time and pupils are sufficiently confident to ask pertinent questions and offer suggestions without fear of ridicule. Pupils work for sustained periods of time and develop personal attributes of perseverance and productivity in their learning. They invariably show great application and commitment to their work, for example, taking pride in the presentational quality of their work. Pupils receive remarkable support and encouragement from teachers and teaching assistants and have excellent relationships with them. Teachers' enthusiasm washes over onto the pupils, whose interest is stimulated by challenging work and very skilful teaching. These key features underpin the very good learning and achievement that take place. The one lesson where teaching was judged only satisfactory was not typical of the quality normally seen in this class.
- Teachers have very good knowledge of the subjects they teach because the school's management ensures that professional development needs are met exceptionally well. They understand how to engage pupils' interest, for example, by presenting stimulating work and posing questions at the right level to meet individual needs. Very good teamwork between staff ensures that pupils who find learning difficult are suitably supported, especially in literacy and numeracy lessons, by the effective work of

teaching assistants, to meet the specific targets on their individual education plans. Teachers' excellent planning ensures that work is well matched to pupils' abilities so that they are able to make rapid progress in their learning. Those pupils who show high ability are given additional challenge. For example, when Year 5 pupils were learning how to calculate the area of a rectangle the most able were required to calculate the missing dimension when they were given one side and the area. Teachers' challenging and well-targeted questioning promotes the pupils' understanding of new concepts and skills. Pupils strongly agree that they have to work hard and that they learn new things in lessons. They also confirm that the work they are given is interesting, that it is set at the right level for them and that teachers will always explain if work is not understood. Parents, justifiably, also commend the high quality of teaching that their children receive.

14. Often teaching is of an excellent standard and leads to pupils making outstanding gains in their learning. Such high quality was seen on occasion in Reception, physical education, science and ICT lessons, in a Circle Time and frequently in mathematics lessons. Some of the features of these highly successful lessons are the specialist subject expertise of the teacher and excellent use of the ICT facilities such as the interactive whiteboard.
15. The procedures for assessing and recording individual pupils' attainment and progress are very good. There are very effective whole-school systems for assessment and record keeping. Teachers make very good use of this data to decide pupils' levels of attainment and to set targets for improvement in literacy and numeracy. During lessons, teachers make very good use of assessment information to tailor teaching accordingly, based on how well pupils are progressing. Teachers mark pupils' work thoroughly and positively, often including helpful written comments. Pupils agree that they know how well they are doing from the marks they receive and from teachers' verbal and written comments. The arrangements for checking the attainment and progress of children in the Foundation Stage are also very good, and are fundamental to the very good teaching and learning.

The curriculum

The school offers a very good, stimulating and enriched curriculum, which very successfully develops the full potential of all pupils and makes a powerful contribution to their enjoyment of learning. A very good range of extra-curricular activities is offered and the very good accommodation and resources ensure that pupils have access to all they need to learn effectively in a very pleasant environment.

Main strengths and weaknesses

- The school values the potential, talents and interests of every pupil exceptionally well by providing very good opportunities to meet individual needs.
- The excellent provision for personal, social and emotional development in the Reception class provides the foundation for the excellent attitudes and behaviour throughout school.
- Opportunities to use ICT are outstanding and ensure that pupils have access to the latest technology.
- Music is a distinctive element in the enjoyment of learning in the school.
- The buildings, grounds and resources are very well maintained.
- The high quality of all staff, who are placed according to their strengths, has a very positive impact on learning.

Commentary

16. The curriculum is very well planned and co-ordinated to develop the strengths of each pupil. Those who are gifted or talented, who have special educational needs or whose interests lie in music, the arts and sport are equally provided with a very good range of opportunities to develop their skills, knowledge and understanding. This has resulted in excellent attitudes and behaviour throughout the school.
17. Pupils pursue their interests, challenged and supported by talented staff. For example, a specialist music teacher supports other teachers through very successful teamwork and the school is able to offer French in a similar way. Many extra-curricular activities afford pupils further opportunities to practise or to develop widening interests. These activities have included art clubs, dance workshops, choir, recorders and a variety of sporting opportunities such as netball, football and rugby. The school welcomes visitors, and pupils are regularly taken on visits as well as being offered a residential trip. These activities widen their experiences and develop confidence.
18. Children are given an excellent start in the Reception class, where their personal social and emotional development is skilfully nurtured to a very high level and prepares them admirably for the challenges ahead. The children learn the routines, behaviour and attitudes required for successful learning. They apply and develop these as they progress through school. Notably, children learn respect for all members of school and the community. The results of this were seen clearly in Years 5 and 6 when pupils were able to evaluate the work and performances of others sensitively and productively. The very good curriculum overall in the Foundation Stage has shown very good improvement since the previous inspection.
19. The support for those pupils with special educational needs is very good. Their individual education plans have specific and manageable targets in them to allow them to achieve very well. Teaching assistants make a very positive contribution to these pupils' learning, by providing high quality support in lessons.
20. Excellent opportunities in ICT have a very positive impact on pupils' learning because teachers are confident and well trained. Governors' financial commitment to ensuring the school is at the cutting edge of ICT has resulted in excellent resources that are used very well in bringing lessons to life. Consequently, pupils' interest levels are high and attention is maintained very well. Technical staff also help pupils to develop further skills which are applied proficiently to other subjects. The notable impact of this provision on learning has helped to maintain the high standards found in many subjects.
21. Music plays a very important part in the life of the school and provision is excellent. High quality resources, a separate music room and the use of music specialists to support teaching have ensured that standards of attainment are high and for some pupils they are very high. From Year 2 onwards, pupils are given opportunities to learn to play musical instruments, and performance is highly valued. This results in growing confidence as pupils perform to the class, school and wider community.
22. The school is spotless and lovingly cared for. Every corner is clean, bright and maintained very well. High quality resources are stored carefully and are easily accessible. Pupils' work and artefacts are displayed tastefully. This reflects the value placed on a high quality environment for learning and a respect for each member of the school community. In response to this, pupils help to keep their classes tidy, straighten books or volunteer to water plants. They also strive to give their best in the

presentation of work. The outdoor learning space for the youngest pupils and improvements to the accommodation have been developed well. The school recognises that further reorganisation of space is needed for some class areas, particularly for the pupils in Year 1.

Care, guidance and support

The school's arrangements for pupils' care, welfare, health and safety are excellent. Pupils receive very good support, advice and guidance. There are excellent opportunities for pupils to be involved in and to influence the school's work.

Main strengths and weaknesses

- Boys and girls of all ages, abilities and backgrounds are extremely well cared for.
- Pupils are very content with the care and support they receive.
- Pupils have a very trusting relationship with at least one adult in the school.
- Pupils' opinions and views are greatly valued.
- Arrangements to help pupils of all ages settle into the school are very good.

Commentary

23. The school is an extremely happy community in which pupils say they enjoy all their lessons and activities; they feel safe and very well cared for. They talk enthusiastically about all the school has to offer and are very confident that there is an adult they can talk to if they are unhappy.
24. All adults know pupils extremely well and regularly share information about them with each other. As a result, individuals are very well known; this is the basis for the excellent relationships between adults and pupils. These relationships underpin the school's work and give pupils the confidence to ask for help if they need it. Pupils' progress as they advance through the school is monitored very well. Academic guidance and support are very good in lessons. Pupils state confidently that they can ask their teachers for help during lessons. A pupil in Year 2 states, "teachers listen, they are kind and you can ask for help, but you have to put your hand up!" Most pupils know what they need to do to improve their work. Older pupils, especially, can discuss their targets, but this is not always the case with younger pupils. However, younger pupils say the use of "thumbs up, thumbs down" at the end of most lessons tells the teacher what they have understood so they know what to teach them next.
25. There are good procedures for the early identification of pupils with special educational needs. Ongoing assessments by teachers and teaching assistants contribute well to the regular reviews of pupils' progress and successfully inform the setting of new targets. The school liaises well with outside agencies when extra support is required to meet the needs of these pupils.
26. Pupils' involvement in and influence on the life of the school are outstanding features that make a considerable contribution to pupils' personal development. All pupils talk knowledgeably about the School Council. They know how they can make suggestions and feel their views are listened to and acted upon. The School Council is fully involved in the appointment process of new teachers; members spoken to are very proud of the appointments that have been made. The school regularly seeks pupils' views by other means, for instance through pupil questionnaires. 'Circle Time' is particularly well used to seek views but equally to provide support and guidance for pupils. There are many

varied opportunities for pupils to take on responsibility and contribute to the smooth running of the school.

27. Day-to-day pastoral guidance is very good. Pupils' personal development as they progress through the school is monitored very effectively. These arrangements help pupils to become more confident about themselves and make a significant contribution to raising their self-esteem. Systems to ensure pupils' welfare, health and safety are excellent and permeate all aspects of school life. They are very clearly understood and implemented by all concerned that work or help in school. There are very well planned and organised arrangements for supporting children who are starting school for the first time; parents indicate that they appreciate this. Parents are fully involved in the process and this helps children to quickly feel at home and adjust to the routines of school life. This early relationship with families is quickly built upon and strengthened as pupils move on through the school. Pupils who join the school partway through the school year are equally well supported.

Partnership with parents, other schools and the community

The school has an excellent partnership with parents. Links with schools and colleges are also excellent, whilst links and liaison with the community are very good.

Main strengths and weaknesses

- Relationships with almost every parent are extremely good.
- The school uses its links with other schools and colleges to very good effect.
- The involvement of the church is central to many aspects of the school's work.
- A very good range of information about the curriculum is provided for parents.

Commentary

28. All adults who work in the school are very welcoming and this ensures that parents feel very comfortable to come into school. Parents appreciate that teachers deal with issues straight away and that any concerns are very quickly resolved. Almost all parents hold the school in very high regard and are pleased with the progress their children are making. They think that teaching is good, the school is well led and managed and their children are expected to work hard. The inspection findings fully endorse these views.
29. The school puts a great deal of effort into encouraging parents to become involved in school life and their children's education. The great majority of parents respond positively to this and support the school in many ways. For example, they hear their children read at home, especially the younger ones; this has a positive impact on their achievement in reading. Parents also show support by helping in classrooms and with other school activities and by raising large sums of money that enable the school to buy additional resources. Parents are regularly consulted on specific and wider school issues and, where possible, their views are taken into account when the school is considering its future plans.
30. Day-to-day information, both written and verbal, is very good. It is useful, practical and accessible. Statutory information is very well presented and contains all that is required. The parents of pupils with special educational needs are kept fully informed of their progress. Parents have ready access to information about what their children will learn and the work they need to do at home. However, the end-of-year reports

about pupils' progress, although good overall, do not always clearly indicate pupils' progress, strengths and areas for development, especially in subjects other than English, mathematics and science. These findings endorse the concerns expressed by an extremely small minority of parents.

31. Pupils talk very enthusiastically about the visits they have made into the wider community. These include visits to 'The Deep' and the residential visit that they say is a "brilliant experience!" There is a very close involvement with the parish church, which is an integral part of school life and contributes greatly to pupils' spiritual development. Members of the community regularly visit the school and speak to pupils on topics linked to their studies. Equally, pupils are involved in community events such as carol singing. Their curriculum experiences and personal development are greatly enriched by all these opportunities.
32. There are also extremely good links and liaison with other schools and education providers. Arrangements to support pupils before their transfer to the next stage of education are very well planned. Through the cluster of local schools, a range of curriculum developments and staff development opportunities have taken place, such as those to cater for the needs of gifted and talented pupils. In addition, very close liaison with the local nursery has resulted in very good developments within the Foundation Stage curriculum. The school regularly accepts students and trainee teachers from colleges of further and higher education, and is involved in several national training initiatives for teachers. Such extra pairs of hands are used to good effect within classrooms, and students are very much part of the school team. Several of the students have gained employment at the school, once they have completed their studies.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other key staff are excellent. Governance is very good and ensures all statutory requirements are met.

Main strengths and weaknesses

- The headteacher is an inspirational leader and is the driving force behind the school's success.
- There is a very strong management team.
- Governors know their school very well and have high expectations of all staff and pupils.
- There are outstanding procedures for evaluating how well the school is doing.

Commentary

33. The headteacher has excellent clarity of vision and very high aspirations that are clearly reflected in the school mission statement and the school improvement plan. She has motivated all staff and governors to work successfully together, with a clear commitment to enabling each pupil to achieve to their full capability. The headteacher has a perceptive understanding of the needs of the school and successfully sought additional strategies and external funding to cater for these needs. A good example of this is that each classroom now has an interactive whiteboard, and these are having a beneficial effect on the quality of teaching. She has kept the school at the cutting edge of educational development, with her expertise being recognised both locally and

nationally. The reflection of the school's aims, values and policies in its work, especially in ensuring that it is inclusive in its practice, is outstanding. There are excellent relationships at all levels throughout the school, with all pupils having equal access to the full range of opportunities provided and their achievements being recognised and warmly celebrated.

34. Governors are rightly very proud of the school and play a central role in its development. Governance is very strong, with a healthy balance struck between support and challenge for the school. Governors are well informed and have a prominent role in strategic planning. Most of them have a very good understanding of the school's strengths and weaknesses. The governing body is evaluative and self-reflecting and far from complacent about the school's high standards. They set high expectations for the senior management team and staff and clearly hold them to account. For instance, they required an explanation for the anomalous results in the 2004 national tests in mathematics for pupils in Year 6.
35. Managerial responsibilities have been delegated astutely so that successful teams have been developed. As a result, teaching and learning and the curriculum are very closely monitored throughout the school. A notable feature of this structure is the way the co-coordinator for special educational needs is the line manager for the teaching assistants. This ensures they are targeted very effectively to support pupils so that they make very good progress. The deputy headteacher and co-ordinators for Foundation Stage, English, mathematics, science, ICT, music and physical education provide excellent role models and play a key role in pupils' high achievement. There is excellent evaluation of the school's performance, with the information gained being acted on very effectively. The headteacher has a passion for recruiting staff of the highest calibre and in providing them with exceptional professional development opportunities. This is exemplified by the imaginative programme that supports staff new to the school. Performance management is very effectively linked to school and personal priorities, for the benefit of all pupils.
36. Financial management is outstanding, with the school budget being carefully monitored and funds being targeted very effectively within the school's educational priorities. Most of the relatively high balance carried forward at the end of the financial year that ended in March 2004 has been spent on ICT resources, refurbishment of classrooms and funding for workforce remodelling. The principles of best value are applied well to the management and use of resources. The administrative staff ensure the efficient running of the school on a day-to-day basis. The school provides excellent value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	723,532
Total expenditure	693,558
Expenditure per pupil	2,391

Balances (£)	
Balance from previous year	52,940
Balance carried forward to the next	82,914

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Overall, provision in the Foundation Stage is very good and has excellent features. There has been a very good improvement in provision and standards since the previous inspection, and this has been achieved through a concerted effort to improve accommodation, resources and teaching.
38. Leadership and management of the Foundation Stage are very good and the curriculum is very well organised to cater for different interests and abilities, including those of children who have special educational needs. Very good assessment supports planning for all areas of learning. The restructured accommodation, well chosen, high quality resources and outdoor classroom support high standards of attainment and very good achievement. All staff have shared values of excellence and strive to achieve this through supportive teamwork.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Every child is valued and respected and their achievement celebrated.
- There is an excellent atmosphere for learning.
- Relationships throughout are excellent.

Commentary

39. Excellent teaching has created a calm but purposeful atmosphere that puts personal, social and emotional development at the heart of all learning. This has resulted in a very high standard and excellent achievement where most children are confident and far exceed the Early Learning Goal for this area. The children have a very mature approach to learning and work very hard to improve. They appear confident because excellent relationships support their efforts. In considering the needs of every child, staff plan appropriate activities for each to achieve his or her potential. They are aware of the children's growing maturity and give them time to successfully undertake increasingly responsible tasks.
40. Children are independent and polite, and collaborate with each other. They are encouraged to consider the feelings of others. These developing skills are often seen when children play together or work undirected.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- There are many opportunities for children to extend their speaking and listening skills because staff use skilful questioning and listen to children very well.
- There are exciting and varied activities for children to develop reading and writing skills.
- Presentation of work, especially handwriting, is excellent.

Commentary

41. Speaking and listening skills are developed very well in every area of learning because teaching is very good. As a result, children begin to use the language they have learnt within their own play. Staff use probing questions to extend children's answers and listen very carefully to check their understanding and show respect for their ideas. For example, children were asked to express how they had felt during their Nursery visit day to help them understand how new children might feel. This resulted in very good learning and surprisingly well-developed answers. Children achieve very well.
42. Very well organised and well-resourced opportunities are provided for writing and reading activities. Children congregate in the vibrant atmosphere of the writing corner to write their own stories or read from a variety of texts, including taped stories and material on the interactive whiteboard. Children's writing is of a high quality and presentation is excellent because staff model writing very well. There is very good home support for reading and children enjoy the scheme and class books. Small groups benefit from the very effective focused time with staff. They learn to read and write at an appropriate pace for their abilities and have time and quiet to understand what they are doing. Therefore, almost all children reach the Early Learning Goal expected at the end of Reception and a significant minority exceed this.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- High quality resources enable practice of skills.
- Children are able to apply their skills to practical activities.
- The outside area is used well to promote mathematical development.
- Very occasionally boys are chosen more often to use the interactive whiteboard.

Commentary

43. Teaching and learning are very good. Staff provide high quality mathematical displays for children to investigate. They also make very good use of ICT in the classroom but occasionally need to be more aware of the needs of girls when using the interactive whiteboard. Staff have very good subject knowledge and introduce mathematical opportunities whenever possible. For example, when the children were tidying up, the teacher introduced negative numbers in a natural way by counting backwards beyond 0 to -10. She also challenged children to put out equipment by asking them to find two sets of five quoits and beanbags. They carried out this task with ease, carefully checking their counting because they know this is expected of them. Children therefore achieve very well and often all exceed the standards expected for this age.

44. The outside area is a fully integrated learning environment, which enables children to develop their mathematical skills in a variety of ways. For example, when the play shelter became a shop, children 'bought' items, totalled and recorded prices and later found the correct coins. Target games help children to learn numerals and addition. Children understand the meanings of 'empty' or 'full' and experience capacity and volume in the water or soil boxes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Very well planned activities introduce children to a wide variety of experiences.
- Exciting resources motivate children to explore and ask questions.
- This aspect of provision makes an excellent contribution to spiritual, moral, social and cultural development.

Commentary

45. The Reception class is an exciting place in which to learn because regularly changing and varied experiences are presented. For example, interesting displays of natural objects invite children to use their senses to explore. Teaching and learning are very good because children are offered high quality resources that motivate and hold their attention and staff successfully develop children's understanding of their experiences. This results in excellent behaviour and attitudes to learning. Children expect to experience new things and are aware that good behaviour enables them to enjoy them. They therefore achieve very well.
46. This area of the curriculum makes an excellent contribution to children's spiritual, moral, social and cultural understanding. For example, children searched outside for cardboard eggs containing objects related to the story of Easter. Children remembered the significance of the objects because they had enjoyed the hunt and the surprises in the eggs. They learn about science by growing plants or watching windmills, and about history by considering old and new objects. Children have very good opportunities to use ICT and are confident in using digital cameras, computers and tape or CD players. They understand about other cultures and attempt to greet each other in other languages. Most children reach standards that are well above the expectations of the Early Learning Goals by the end of the Reception class.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children are expected and encouraged to become independent and confident.
- Children are given time and encouragement to practise and develop skills.
- Good use is made of the new outdoor play area.

Commentary

47. Teaching and learning are very good because lessons are very well planned and continuous development opportunities are provided within the classroom. For example, children are given a wide range of tools to use and a variety of fixers and fasteners for model making. Consequently, fine motor skills are developed very well. Children mix, roll and knead dough to make gingerbread men and use knives and graters safely when making their own sandwiches. The high standards reached are particularly noticeable in children's excellent handwriting. They often and confidently use joined script. Almost all children meet the Early Learning Goal and many exceed this by the end of Reception. All children achieve very well.
48. In outside physical education lessons, children learn the importance of warming up and the effect of exercise on their bodies. They are taught in small groups and benefit from learning at their own pace. They are encouraged and supported through praise. This results in growing confidence and control of their bodies. The newly designed outdoor area provides many opportunities to use developing skills such as balance or spatial awareness, or to use tools in the barked area or the soil. The school has planned further developments for the use of this space.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children's imagination is allowed to develop very well because they are given opportunities to be creative.
- A wide range of media are provided.
- Skills are very well taught, allowing children the opportunity to create satisfying responses.

Commentary

49. Children reach standards well above expectations. Very well planned sessions, such as string printing and decorating gingerbread men, are highly successful because skills are taught very well. Children know how to use scissors and glue and their very good fine motor development enables them to manipulate tools and materials very well. This results in imaginative creations because children can select their own materials from a large and exciting selection and interpret their designs without adult support. Children therefore learn and achieve very well.
50. Children use role-play, such as the puppet theatre, and dressing up clothes to create their own stories and scenes using very well developed imaginative skills. Music is taught very well and children have the opportunity to sing and play musical instruments. Staff know when to intervene to help children develop their play and when to allow them to find their own solutions or develop their own responses.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English was inspected in full. French was not inspected.

English

Provision in English is **very good**.

Main strengths and weaknesses

- The use of ICT in English has been highly effective in raising standards.
- Subject leadership is outstanding and challenges staff and pupils to greater achievement.
- Presentation of work and pupils' handwriting is excellent.
- There are very good assessment procedures.
- Speaking and listening skills are promoted very well.

Commentary

51. In the Year 6 national tests in 2004, results were well above the national average and well above those in similar schools. The school's assessment data shows that this group of pupils achieved very well from the standards they had reached in Year 2. Currently, all pupils in Years 3 to 6 are also achieving very well because teaching and learning are very good. By the time pupils reach Year 6, they demonstrate a level of understanding and maturity that is well above average.
52. In the Year 2 tests in 2004, results in reading were well above the average nationally and well above those of similar schools. In writing they did even better and results were very high (ie in the top five per cent nationally). Pupils in Years 1 and 2 continue to achieve very well, as a result of very good teaching and learning, and standards remain similar. More able pupils and those who have special educational needs also achieve very well.
53. Writing standards are very high in Year 2 because teaching and learning are very good. Staff are enthusiastic, use many different ideas gained from training sessions and have very good subject knowledge. For example, in a very good lesson for Year 2 pupils, the level of challenge and excellent planning resulted in higher ability children independently writing their own flow charts about a design process for making a model. They used complex sentences with excellent control of joined handwriting. Reading is improving further because the new scheme has fired pupils' imagination and they now read regularly at home with very good support from parents.
54. ICT is used very imaginatively and contributes to high standards of writing. For example, pupils in Year 6 presented their own exciting interactive stories using a wealth of features from the 'PowerPoint' application. Their technical skills were very well supported so that they successfully produced exciting and mature texts. The very good use of interactive whiteboards in classrooms has enlivened lessons and motivated pupils. The use of ICT supports less able pupils very well because the visual presentations clarify understanding and help pupils learn in different ways.
55. Outstanding subject leadership and management have been highly influential in promoting high standards. Very good resources further support the quality of teaching and very good assessment procedures and precise target setting help pupils to understand what they need to do to improve. They learn to evaluate their own and others' work, and do so with maturity.

56. Speaking and listening skills are promoted very well and contribute to pupil confidence. Drama lessons help pupils to understand characters in their reading or develop vocabulary for writing. Pupils are encouraged to present their work orally in the hall and some show great confidence in doing this.
57. Relationships in lessons are good humoured and pupils work hard. They are proud of their achievements and this is reflected in excellent handwriting and presentation and the excellent behaviour and attitudes shown in lessons. Pupils achieve very well because they are expected to do so and because staff model positive ways to achieve goals. For example, in one lesson in Year 5, the teacher first asked pupils how they had arrived at their answers and then to explain them. This enabled him to check their understanding and gave pupils the opportunity to articulate their ideas and build self-esteem. Sometimes an answer that initially appeared incorrect contained an original idea that was valued by classmates and the teacher.
58. Improvement since the previous inspection has been very good. This is particularly so in aspects such as management, the use of ICT and the improvement in reading opportunities for younger pupils.

Language and literacy across the curriculum

59. Language and literacy are promoted very well across the curriculum. The very high standards of presentation are evident across the school as pupils use their literacy skills confidently in other subjects. For example, pupils in Year 3 made their own science books to link with a project and they included a well organised layout of contents, index and glossary. In Years 5 and 6, pupils wrote poems to illustrate the sounds of musical instruments when played at different pitch. Speaking and listening skills are developed very well and pupils are usually encouraged to explain themselves clearly, for example in mathematics lessons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils of all abilities achieve very well because of very good and often excellent teaching.
- Pupils enjoy mathematics and work very hard in lessons.
- Leadership of the subject is excellent.
- Numeracy skills are applied well in other subjects.

Commentary

60. The 2004 national test results for Year 6 pupils and for Year 2 pupils were well above average. Standards of work seen during the inspection paint a similar picture. Pupils throughout the school are currently showing well above average competence in numeracy. The pupils presently in Year 6 and Year 2 classes are on line to attain even better results than those of last year.

61. Teaching and learning throughout the school are very good overall. They are invariably at least good, and in many lessons they are excellent. As a result of this high quality teaching pupils make very good gains in their knowledge, skills and understanding. Notable strengths in teaching include highly skilful questioning techniques that enable teachers both to judge the extent of pupils' learning and to deepen pupils' understanding. Teachers hold high expectations of pupils and encourage them by making learning interesting and challenging. By example, teachers and teaching assistants encourage pupils to respect others, such as on the many occasions when pupils explain their thinking to the class. Excellent use is made of interactive whiteboards both as a teaching aid and as a learning tool. Teachers' crystal clear explanations are enhanced by such use of ICT, promoting rapid learning and securing pupils' understanding by the use of striking visual images. This was seen at its best when Year 6 pupils were learning about percentages and in another lesson when Year 5 pupils were developing strategies for calculating areas of compound shapes. Excellent lesson planning and teamwork between teachers and teaching assistants are key contributors to pupils' learning. All these factors result in all pupils, including those who find learning difficult and those who are particularly able in mathematics, achieving very well.
62. Pupils' attitudes towards mathematics reflect the excellent climate for learning that exists in all classrooms and contribute considerably to their learning. Pupils' very good and often exemplary behaviour reflects the mutual respect and remarkable relationships between adults and pupils. Pupils work enthusiastically, co-operating fully with staff and with each other and take pride in the presentation of their work. They know how to improve their work because teachers give them clear guidance, verbally and in written comments.
63. Subject leadership is excellent. Excellent use is made of assessment data and information gained from lesson observations to determine where improvements are needed. The subject co-ordinator's high quality teaching, based upon very good subject knowledge, provides an outstanding role model for colleagues. The very good improvement made since the previous inspection is reflected in sustained high standards of attainment.

Mathematics across the curriculum

64. Good use is made of mathematics in other subjects. In design and technology, for example, Year 2 pupils show accurate measuring skills in their models of emergency vehicles. The close links made between mathematics and ICT help develop pupils' numeracy and computer skills. An excellent example of this was seen in a Year 3/4 lesson when pupils were programming their computers to produce geometric shapes. Pupils' data handling skills are applied well, for example, when Year 5 pupils recorded their findings of an investigation into the duration of spinning of different spinners.

SCIENCE

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

Main strengths and weaknesses

- Teaching and learning are very good and help pupils to reach high standards.

- There is a very good curriculum, with strong emphasis on developing pupils' investigational skills.
- Leadership and management of the subject are excellent.
- Pupils' attitudes to their work in science are outstanding.

Commentary

65. In recent years, the results of the national tests for pupils in Year 6 have mainly been well above the national average. Teacher assessments for pupils in Year 2 have been similarly high. Most pupils currently in Years 6 and 2 show the same high standards. During their time in school, these pupils have achieved very well.
66. Teachers have very good subject knowledge and expertise and so are able to demonstrate and explain new scientific ideas to pupils in a precise manner. Consequently, they are clear about what they are to learn and what is expected of them. Effective use is made of the interactive whiteboards to act as a visual stimulus in lessons. A good example of this was a lesson for pupils in Year 6 when the teacher used an interactive CD-ROM to show virtual experiments on the growth of plants. As a result of his expertise, all pupils made very good progress in their understanding of the processes of germination and pollination. Teachers plan their lessons thoughtfully to build upon work that has been covered previously. This allows pupils to use their prior scientific knowledge and understanding to support their learning of new ideas. There is a strong emphasis on teaching pupils the basic skills of carrying out an investigation. This leads to pupils having well developed skills in making predictions, devising a fair test and carrying it out independently of the teacher. Pupils are encouraged to consider what their findings tell them about what they have been trying to find out. Consequently, the conclusions to their experiments are very good evaluations of what they have learned. In a lesson of the highest possible quality, taught by the co-ordinator, pupils in Year 2 made outstanding progress in planning a fair test. In this lesson, as in others, the teacher and teaching assistant worked very well together to ensure all pupils received a high proportion of direct teaching. As a result, pupils of all abilities are challenged and supported very well and they achieve very well.
67. The quality of the co-ordinator's teaching serves as an excellent role model for colleagues. She has worked successfully to improve the quality of investigations in the school and so has had a very positive impact on pupils' progress and achievement. The curriculum is planned very well to develop pupils' learning through well-structured, practical activities. It also makes a very positive contribution to pupils' personal and social development, as they are often given the opportunity to work collaboratively during their experiments. ICT is used very well to enable pupils to enhance and support their scientific learning. Assessment procedures are comprehensive and allow the school to track effectively the attainment and progress of individual pupils.
68. Pupils greatly enjoy their scientific activities. Their behaviour is impeccable, which helps them to have a high work rate and be very productive. This has a very favourable effect on the quality of their work and the standards they achieve.
69. Since the previous inspection there has been very good improvement, particularly in the quality of investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **excellent**.

Main strengths and weaknesses

- Standards have improved considerably since the last inspection.
- Teaching is very good, resulting in very good learning for all pupils.
- Pupils' attitudes and behaviour are very good and often exemplary.

- Subject leadership is excellent.
- ICT is used very effectively in other subjects.

Commentary

70. The excellent improvements in resources and staff expertise made since the previous inspection have rapidly raised standards. Pupils now have much greater opportunities to learn new skills and to apply them in their work in other subjects. Standards attained by the current Year 6 and Year 2 pupils are well above average. Examples of this were seen in a Year 6 lesson where pupils were very skilful in enhancing their narrative writing by introducing sound effects. Similarly, pupils in a Year 1/2 lesson accessed the Internet to research the Great Fire of London. In these especially enjoyable lessons, pupils very quickly learned new functions of the software and used them with minimal adult intervention.
71. Teaching and learning are very good and often excellent, enabling all pupils, regardless of ability, to achieve very well. The excellent relationship between adults and pupils is a very influential factor in the very good level of learning. Teachers use a large display screen to present the lesson content in a very clear and efficient manner, thus ensuring that pupils know exactly what they are about to do and what is expected. The exceptional quality of teamwork between teachers and the teaching assistant ensures that lessons run smoothly and not a minute is wasted. The teaching assistant's high level of expertise enables her to make timely interventions and provide individual guidance that contributes to pupils' learning.
72. Pupils' very good behaviour and extremely positive attitudes are the contributory key factors in learning. Co-operation between pupils, when sharing computers in the ICT suite, and their high levels of motivation towards the tasks set are exemplary. Even the youngest pupils show remarkable levels of independence in initiating the software and in navigating their way through the necessary steps.
73. Subject leadership is excellent. The development of ICT, since the previous inspection, has been underpinned by visionary leadership and a strong commitment towards improvement. The school's developments have been particularly well planned and supported by governors and the school's management, as recognised by the school gaining a NAACE mark. There is a clear strategic plan for the future developments needed in the subject, supported by the total commitment and enthusiasm of staff to embrace such change.

Information and communication technology across the curriculum

74. The use of ICT resources such as the Internet, CD ROMs, cameras and digital camcorders supports learning very effectively across other subjects. For example, Year 6 pupils have developed their versions of 'fairytales with a difference' into excellent quality 'talking books' for younger pupils to read. The interactive whiteboards in classrooms are used very successfully as a teaching tool, especially in numeracy and literacy lessons. There are also some remarkable examples of talented pupils using ICT to enhance their work. For example, a Year 3 pupil has produced an impressive multi-media presentation of her research about the River Amazon.

HUMANITIES

Religious education was inspected in full and is reported below. History and geography were sampled.

75. In both geography and history, the curriculum is planned well so that pupils are able to enjoy a wide range of relevant and imaginative experiences. A variety of visitors and visits, including a residential stay for older pupils, are used to provide further useful and relevant learning opportunities. In **geography**, pupils are able to make good use of local visits to develop their knowledge and understanding of the environment in which they live. In **history**, pupils are confident when sequencing chronological events on timelines. Artefacts are used well in history to develop pupils' knowledge and understanding of different eras. This was evident in a very good lesson for pupils in Year 4, in which they were able to play with a variety of games based on toys that children in Tudor times would have used. The activity was an imaginative and stimulating experience for all pupils. Links to other subjects are very good. For instance, in history, pupils in Year 4 have used their art skills to draw Tudor houses to help understand the differences between the homes of the rich and poor. There is effective use of ICT to support learning in both subjects, such as by researching information on the Internet.

Religious Education

The provision in religious education is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and help pupils to achieve very well.
- The subject makes a strong contribution to pupils' spiritual and cultural development.
- Leadership and management are very good.

Commentary

76. Most pupils in Years 6 and 2 reach standards that are well beyond the expectations of the Wakefield Agreed Syllabus, which shows they have achieved very well in their time in school.
77. Teachers have very good subject knowledge and expertise, which enables them to organise and lead discussions very effectively to help pupils to deepen their knowledge and understanding of the Christian faith. Pupils are provided with good quality opportunities to explore Christian values and beliefs, including the manner in which they affect peoples' lives. As a result, pupils have a clear understanding of the main events in the life of Jesus and of the main characters in the Bible. This provision also makes a strong contribution to the excellent relationships that are to be found throughout the school. Teachers' planning is very good and often links activities to pupils' own experiences. This helps pupils to use their knowledge and understanding of everyday life to support their learning. This was evident when pupils in Year 3 were discussing the importance of marriage as a Christian ceremony. The teacher made good use of a variety of artefacts to highlight the traditions and symbols associated with this ceremony. Pupils are encouraged to reflect upon the needs of others and how they could be given help. They are given time in lessons to reflect and then share their feelings. Such opportunities make a positive contribution to their spiritual development, helping them to think about their own and others' lives.

78. A strong emphasis is placed on pupils learning about the beliefs and traditions of other major world faiths, which effectively supports their cultural development. Pupils are able to spend time learning about the importance of sacred texts in a variety of religions. This was evident in lessons for pupils in Years 5 and 6 on furthering their knowledge and understanding of the importance of the Qur'an to Muslims and the Torah to Jews. In both lessons, teachers led discussion adeptly and provided interesting activities to develop pupils' learning. ICT is used well to support learning, such as when pupils were using the Internet to find out about Islam and Judaism.
79. The excellent attitudes of pupils play an important part in the very good progress that they make. Their behaviour is exemplary and their willingness to listen to and appreciate the ideas of others was a feature of all lessons observed.
80. The co-ordinator has a clear view of teaching and learning through the school and so is able to give colleagues valuable advice to help them plan worthwhile activities for pupils. The curriculum is enhanced by the use of visits and visitors to provide further relevant learning opportunities. For instance, pupils have visited Wakefield Cathedral, Leeds Parish Church and a mosque to add to their religious experiences. These visits are in addition to the use of the local church for a range of celebrations. Assessment procedures are very good and give a clear view of pupils' progress and attainment. Resources are very good and include a variety of artefacts from different religions. Displays are excellent, depicting the beliefs and traditions of different religions and warmly celebrating the very strong Christian ethos of the school. There has been very good improvement since the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education and music were inspected in full and are reported below. Design and technology was sampled. Art and design was not inspected.

81. The curriculum in **design and technology** is well planned, enabling pupils to have access to a wide range of activities to develop their skills in the subject. A very good range of materials is available for them to use during these activities. Pupils are encouraged to experiment with different ways of joining these materials and in practising various finishing techniques to improve the quality of the finished product. They are effectively taught the skills of evaluating their products. This was seen in lessons for pupils in Years 1 and 2 when they were evaluating models of emergency vehicles they had made. There are good opportunities to be involved in food technology activities, which emphasise the importance of eating healthily. There are good links with other subjects.

Physical Education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Teaching is very good in most lessons.
- Pupils are very keen participants and behave very well.
- Subject leadership is excellent.
- Extra-curricular provision contributes greatly to learning.

Commentary

82. Standards reached by Year 6 pupils are well above average and result from the very good improvements made in the subject since the previous inspection. All pupils in the current Year 6 are able to swim to the level expected by the National Curriculum and most exceed this level by a considerable margin. In games, pupils not only show well above average skill, for example, in passing and catching a rugby ball, but also understand and can explain why high looping passes are sometimes risky – “because they can be intercepted”. Year 6 pupils collaborate when planning and performing a group sequence of dance actions, for example, when demonstrating their interpretation of the Haka. Year 6 pupils show very good awareness of how individual performances might be enhanced, for example, “he could face the audience more to show his facial expression”. Standards in Year 2 are above average. Pupils are able, with minimum adult intervention, to devise their own rules for games they plan in pairs. Their ability to throw and catch is above average, whilst in gymnastics, pupils show a good variety of inventive movements as they travel along apparatus.
83. Teaching and learning are very good in most lessons and especially in Years 4, 5 and 6, enabling all pupils to achieve very well. An example of excellent teaching was seen in Year 4 when pupils were developing striking, fielding and bowling skills. A key strength of teaching was the specialist subject knowledge of the teacher, enabling her to make telling teaching points for improving pupils’ skills. The high level of physical and intellectual challenge prompted the majority of pupils to perform at a level normally expected of Year 6 pupils. In all lessons, teachers’ planning is excellent and ensures that the needs of all pupils are well met, for example, by presenting additional challenges for the most able pupils. Teachers’ high expectations of pupils’ behaviour are well rewarded by pupils’ response. Time is regarded as a precious commodity and, therefore, efficient organisation of equipment facilitates speedy transitions from one phase of the lesson to the next.
84. Pupils are highly motivated and participate enthusiastically because they are inspired to do so by the example set by their teachers and because the tasks set are intrinsically interesting. Teachers and pupils show a high degree of mutual respect that underpins pupils’ very good and often exemplary behaviour. Pupils co-operate very successfully, for example, in setting out gymnastics apparatus, and exercise great care for the safety of others. When asked to comment upon the performance of their classmates, for example in dance, they do so maturely and adroitly. Pupils’ very positive attitudes and very good behaviour contribute considerably to learning and to their personal development.
85. Subject leadership is excellent. Through her own teaching, the co-ordinator presents an excellent role model for others. She has ensured that colleagues new to the school benefit from the expertise of others. Teachers’ professional development needs have been researched and appropriate training provided. The co-ordinator has introduced a very effective system for the regular assessment and recording of pupils’ progress.
86. Pupils’ learning and personal development benefit greatly from a wide range of extra-curricular clubs, a residential experience of adventure activities and through competing with other schools, for example in netball, football and swimming. In addition, those pupils with particular talents, for example in gymnastics, dance and rugby, are channelled towards local clubs.

Music

Provision in music is **excellent**.

Main strengths and weaknesses

- Music has a very high profile in the school and contributes to the excellent ethos.
- Leadership and management of the subject are excellent.
- Very good resources and accommodation contribute to high standards.

Commentary

87. Music is seen as very important at the school and has attracted very high status as a subject for development. There is a designated music room, and high quality resources are very well stored and easily accessible. Pupils are given many opportunities to experience a wide range of music of different times, styles and cultures and there is often background music playing in classrooms. This contributes to the calm atmosphere around school and high standards. Pupils' appreciation of performances excellently supports their spiritual, moral, social and cultural development.
88. By Year 2 and Year 6, standards are well above average. Those who play the wide range of musical instruments offered reach standards that are very high. They all achieve very well. In a moving celebration assembly, pupils demonstrated their excellent skills in playing instruments such as percussion, strings, and recorders. Many also have very fine singing voices. Pupils often perform at festivals, concerts and fetes. The excellent choir has a wide and challenging repertoire and has performed on television. The school's musicians are always very well received. Pupils' abilities also extend to skilful evaluations of performance and appreciation of the finer points of music. For example, pupils wrote about their experiences in music and the efforts and practice needed to play an instrument. They presented these confidently in an assembly.
89. Leadership and management of music are excellent because they have been influential in maintaining and raising standards in spite of changing staff. A music specialist teaches alongside staff in Years 3 to 6 and is a very good role model for others. She demonstrates techniques, musical knowledge or vocabulary and successful teaching methods. As a result of her support and the support of the subject leader, teaching and learning throughout the school are very good. Most teachers' confidence is high and training has further developed their skills. Pupils, therefore, enjoy their lessons and have excellent attitudes. Most behave outstandingly well.
90. Assessment of the subject is also very good and pupils are given many opportunities to evaluate their performances through the use of video footage. As a result, they skilfully identify where improvements could be made and discuss how to implement them. Pupils use musical vocabulary with increasing confidence. Pupils in Years 1 and 2 rise to the challenge of high expectations because they have had many musical experiences in the Reception class. They are able to make decisions about appropriate choice of instruments and follow a conductor.
91. Good links are made with other subjects, such as the use of drama in performances and musically inspired poetry writing in Year 5. Overall, there has been very good improvement in provision since the previous report because teaching, subject leadership and pupils' attitudes have all improved from the already high standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

This area of the curriculum was sampled.

92. This aspect underpins much of the school's work and plays an important role in the harmonious and friendly atmosphere to be found throughout the school. There is a strong emphasis on developing pupils' confidence and self-esteem within a very caring Christian ethos. Activities are planned well to encourage pupils to become independent learners by giving them the opportunity to show initiative and take responsibility. There is also an emphasis on pupils developing as responsible citizens. This is helped by pupils being given time to talk about and reflect on how their actions have an impact on others. Involvement in the School Council enables pupils to have a say in how the school develops. It also helps pupils to have first-hand experience of the democratic process.
93. There are many opportunities provided for pupils to help them to learn to respect the values and beliefs of other pupils and adults. PSHCE lessons are planned well to enable pupils to discuss issues that affect them in their everyday lives. This was evident when pupils in Years 3 and 4 were talking about how to express feelings of happiness and sadness to others. Another example was seen in Years 5 and 6 when pupils were discussing how to deal with stress and worry in their school and personal life. Involvement in a community cohesion project effectively supports pupils' social development, as they are able to work with pupils from a different school and ethnic background.
94. Suitable provision is made for sex education, which encourages pupils to consider responsible behaviour and the values of family life. Pupils are able to take part in a variety of visits, including a residential stay, which helps them to learn a variety of social skills such as working together and caring for others. Pupils are helped to develop positive attitudes towards healthy eating and are made aware of the harmful effects of drugs. This is exemplified in the way the school is working towards the Healthy Schools Award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
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	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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