

INSPECTION REPORT

FOREST VIEW JUNIOR SCHOOL

Ollerton

LEA area: Nottinghamshire

Unique reference number: 122666

Headteacher: Mrs E Benson

Lead inspector: Mr D Marshall

Dates of inspection: 18th – 21st October 2004

Inspection number: 266838

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
School category: Community
Age range of pupils: 7 to 11
Gender of pupils: Mixed
Number on roll: 243

School address: Walesby Lane
New Ollerton
Newark on Trent
Nottinghamshire
Postcode: NG22 9RJ

Telephone number: 01623 860365
Fax number: 01623 836743

Appropriate authority: The Governing Body
Name of chair of governors: Mrs L Murray

Date of previous July 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Forest View is an average size junior school, with 243 pupils on roll that serves both the old village of Ollerton, and New Ollerton which grew up around the coal mine. Although housing ranges from privately owned to rented, this is a socio-economically deprived ex-mining area with high levels of unemployment, where only seven per cent of adults go on to higher education and where many households are overcrowded. Some pupils come from wards which are in the top 200 deprived wards nationally. Ollerton North and Boughton are the most socially deprived wards in the Newark & Sherwood district. Free school meals are well above the national average and in line with the feeder infant school on the same campus as they serve the same families. Pupil attainment on entry to the school is well below both national and the local education authority averages. There is a very small percentage of pupils from different ethnic minorities. A large number of children are on the special needs register – around 30 per cent of the school roll and well above the national average. Pupil mobility is high and tends to be into the school rather than out. The majority of the pupils who enter the school at times other than normal transfer have behavioural or learning difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Information and communication technology Music Physical education
9224	Michael Vineall	Lay inspector	
14976	Peter Dexter	Team inspector	Mathematics Art and design Design and technology Religious education Special educational needs
30745	Patricia Thorpe	Team inspector	Science Geography History

The inspection contractor was:

peakschoolhaus Ltd

BPS Business Centre
Brake Lane
Boughton
Nottinghamshire

NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Forest View is a sound and improving school, with many important strengths. Pupils achieve well in their work and very well in their personal development. Teaching is good. Although standards in most subjects are below average levels for their age by the time pupils leave school, they all make good progress and achieve well. The school is well led by the headteacher. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils are now achieving well in English due to good teaching and careful use of assessment.
- Pupils' achievements in physical education are above average by the time they leave school.
- The headteacher provides good leadership and is well supported by the deputy and governors. Some subject co-ordinators have underdeveloped management roles
- There is a high level of commitment to include all pupils in everything offered by the school, including a rich programme of visits and visitors.
- All staff know their pupils well and promote pupils' personal development very well.
- The provision for pupils with special educational needs is good.
- In some subjects the procedures and use of assessment are still developing and, therefore, pupils' achievement is occasionally limited.
- The amount of time devoted to some non-core¹ subjects, and the way numeracy skills are used in other subjects, limit the progress pupils make.

Since the school was last inspected the rate of improvement has been satisfactory, and until this year standards had been rising above the national rate of improvement. All the key issues from the last report have been dealt with. Day-to-day assessment in the core subjects of English, mathematics and science is now good, and teachers modify lessons well to meet the needs of all pupils. The provision for, and use of, information and communication technology (ICT) have improved significantly. Although subject co-ordinators make a greater contribution to planning and monitoring, there are still ways in which their expertise could be better employed. The successful work of the headteacher and staff has maintained the good features noted at the time of the last inspection, and built on them by incorporating the many national initiatives well.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

¹ The core subjects of the curriculum are English, mathematics and science; the non-core subjects are art and design, design and technology, geography, history, information and communication technology, religious education, music and physical education.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Throughout the school most pupils are achieving well. Whilst pupils' results in national tests in 2004 were disappointing compared with previous years, being well below average in all three core subjects, English, mathematics and science, they still represent good achievement for a particularly disadvantaged cohort of pupils. Standards in Year 6 are now improving in these core subjects and are below average. Pupils' achievements in ICT are improving rapidly and their achievements in physical education are above the expected levels for their age. Pupils with special educational needs achieve well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. As a result, pupils have very positive attitudes to school. They are encouraged to help one another and show consideration for others. Pupils' behaviour is good. They are enthusiastic and motivated and enjoy coming to school. Relationships between staff and pupils and between the pupils themselves are very good. The school's attendance rate is good and above the national average.

QUALITY OF EDUCATION

The quality of education the school provides is good. The quality of teaching and learning is good. Teachers manage pupils very well, insist on and secure high standards of behaviour and make sure all pupils are fully involved in all lessons. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils, carry learning forward very well, raise pupils' self-esteem and promote a really pleasant atmosphere for learning. The teaching of English and ICT is good, and opportunities for pupils to use the skills they have learnt in these lessons in other subjects are now well developed. The school's current priority, to develop different teaching methods to cater better for the needs of all pupils, is appropriate but being implemented too slowly. Teaching assistants work very effectively, valuably enhancing the quality of teaching and learning. Teachers know their pupils well. Assessment information about what pupils know, understand and can do in English is detailed, and used well to make the work relevant to pupils' needs and to build on their previous learning. This model is now being applied to other subjects, but it is too soon to judge its effectiveness. The teaching and support of pupils with special educational needs are good. There are sufficient support staff, teachers and resources to meet their needs and the detail in pupils' individual education plans is good and applied well. The curriculum throughout the school is satisfactory; it is well planned but unbalanced as the amount of time available for some of the non-core subjects is limited. The many extra-curricular and additional activities enrich the curriculum very well. The care and welfare of pupils and the support they are given are very good. Partnerships with parents are good, and they are kept well informed of their children's progress. The fund-raising by the Friends of the School Association is much appreciated by the school. The school works very well with other schools and has very good links with the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the head and deputy is good and the school is soundly managed. They promote an ethos that supports and welcomes all pupils and have made the school popular in the community. Although the staff work as a team and share a vision for future improvement, some are given insufficient time or opportunity to monitor their subjects, guide their colleagues and be effective in raising standards in the way they have planned. Governance is **satisfactory**. The governors organise their work soundly, ensure the school meets all statutory requirements and contribute to school improvement. However, they take few opportunities to monitor the school's performance or the outcomes of their decisions.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Although most parents have a high regard for the school and the place it has in the local community, some would like to be further involved in their children's education. This is also a priority for the school. Pupils enjoy school, are proud of it and enjoy the very good support they receive.

IMPROVEMENTS NEEDED

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

- Use assessment information better to target pupils' learning, (as already happens in English). Review how work is planned so that there is sufficient time allowed for these targets to be implemented in all subjects.
- Review the ways staff and governors contribute to the leadership and management of the school.
- Enable parents to be more involved in their children's education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Achievement is good throughout the school. Pupils achieve consistently well from well below average standards on entry into school. By the time they leave the school they attain standards below average for their age in English, mathematics and science. They achieve above average standards in physical education, and some aspects of ICT. Pupils with special educational needs achieve well.

Main strengths and weaknesses

- Pupils progress well throughout the school and overall achievement is good from Year 3 to Year 6.
- Standards in physical education and aspects of ICT are above expected levels.
- Pupils with special educational needs are well supported and their achievement is good.

Commentary

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

Standards in:	School results	National results
English	25.3 (27.7)	27.0 (26.8)
Mathematics	24.9 (26.0)	27.2 (26.8)
Science	26.2 (28.4)	28.9 (28.6)

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

1. Children's attainment on entry to Year 3 is generally well below expectations for their age. The ratio of adults to pupils is better than in most junior schools and this ensures that the needs of all children, including those with special educational needs, are met. Results in the national tests of 2004 for Year 6 pupils were well below average in English, mathematics and science when compared to all schools. When compared to schools in similar circumstances the results were below average in English and well below average in mathematics and science. These results were lower than those achieved in 2003 but met the expectations of the school and represented good achievement as the number of pupils with special educational needs was very high, as was the number of pupils joining from other junior schools. Achievement now is good in most subjects and by the end of their time in the school pupils are reaching below expected levels in English, mathematics and science, in line with expected levels in ICT and above expected levels in physical education. Over the last four years the school's results in the national tests for eleven year olds have fluctuated due to changes in the cohort of pupils. Until this year, overall standards had moved forward above the national trend of improvement. Targets set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. These targets are based on the headteacher's and assessment co-ordinator's thorough analysis of what each pupil's potential is. So far this year there has been a general improvement in the performance of most pupils, making the targets realistic and attainable.

2. Standards in the current Year 6 are below average overall in reading and writing, but standards in speaking and listening rise from well below average on entry to the school to average by the time they leave. Due to the self-assurance they acquire through the good teaching, pupils begin to speak more clearly and with confidence by the time they leave the school. Standards in reading in Year 6 are below average but improving well due to the good teaching of basic reading skills. Writing progresses well but standards are currently below average in Year 6.
3. Standards in mathematics also rise well throughout the school from a well below average start and are below the national average by the time pupils reach Year 6. Pupils' progress is good in lessons. This is because of the consistently good teaching. Achievement by the end of Year 6 is good. Pupils with special educational needs achieve well when they work in small groups with the help of well-qualified learning assistants. Boys and girls do equally well in the various strands of the subject.
4. In science, pupils have made good progress in acquiring basic scientific knowledge by the end of Year 6. However, they are less good at knowing how to conduct experiments and record them. This work is now being carefully built on throughout the school with pupils acquiring a better understanding of fair tests, animal and plant habitats, and forces. Standards throughout the school are below expectations by the time pupils leave school but there is a rising trend of improvement as pupils consolidate their skills well.
5. Standards in physical education are above those expected of pupils in Year 6. All pupils make good progress and achieve well. Pupils' work over time demonstrates good progress in their development of skills in games, swimming and, in particular, gymnastics. The consistent approach to practising and evaluating their work results in achievements that are consistently of a high standard. In ICT all pupils now make good progress and in aspects such as word-processing and modelling achieve standards that are above expectations for their age. In data-handling and control technology the standards they achieve are in line with expectations for their age by the time they leave. The progress they make in all aspects is now satisfactory. Improvement since the last inspection in ICT has been good overall.
6. The progress of pupils with special educational needs is carefully monitored and they make good progress as a result. Pupils enter school with well below average communication skills and very limited experience of the world beyond their own home and family. Consequently the number of pupils on the special educational needs register is well above the national average. Pupils' achievements are good in literacy and numeracy. They have good individual education plans, which set targets for improvement in these subjects, where they are supported very effectively by well-qualified teaching assistants. However, these targets are not planned for as well in other subjects and this is an area for improvement. Many pupils' attainments are still below average, or well below average by the time they leave, in spite of good teaching and good support. However, they are keen to learn and try. They have a good attitude to work because of the very good relationships in all classrooms.

Pupils' attitudes, values and other personal qualities

Very good relationships between all those in the school and responsible attitudes from pupils, together with **good** behaviour create an orderly school and a **good** learning environment.

Main strengths and weaknesses

- Pupils are encouraged well at all times and, therefore, enjoy very good relationships with all others in the school.
- The responsibilities pupils are given, particularly those given to older pupils, create a lovely atmosphere in the school.
- There is a well-constructed behaviour policy, resulting in good behaviour across the school.

Commentary

7. Overall, very good relationships exist within the school, especially those between pupils and all staff, including teachers, assistants, and lunchtime and dining staff. The pupils are lively and friendly and readily speak to visitors, often with humour, and always with forthrightness. All this adds much to the positive learning environment of the school. The vast majority of pupils behave well in class and around the school. This owes much to a well-planned and implemented behaviour policy that is well understood and approved of by the children. The policy embraces many imaginative rewards and sanctions that the pupils themselves praise and understand.
8. Pupils display good responsible attitudes and the school provides many opportunities to develop these and for the school to benefit from them, especially in Year 6 where jobs like prefects, mediators and book buddies are taken very seriously. An active school council, representing every year, is blossoming and beginning to introduce a true democratic voice of the pupils, with many good initiatives.
9. The overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection due to the work of the senior staff and is now good. The school provides good opportunities for spiritual development through assemblies, class discussions, lessons and the day-to-day life of the school. Pupils are expected to persevere when things become difficult and the school recognises achievement in many ways. Most pupils show respect and courtesy to teachers and other adults by their demeanour and their willingness to listen and concentrate well. Further opportunities are provided for pupils' spiritual development through poetry, art and music.
10. The very good provision for moral development is closely linked with the school's very good care and support for each pupil. Pupils understand right from wrong, are sensitive to one another and generally behave appropriately. They enjoy being involved in making school rules and any concerns pupils have are discussed in the school council. Lessons are very well planned to make pupils aware of the way they should behave. The display of awards, sanctions and class rules, together with celebration assemblies, encourage the high standard of behaviour attained. Pupils are encouraged to work co-operatively and to take responsibility by helping others in group and paired work. Pupils behave very responsibly as they move around the school individually and in groups. There is a strong sense of community in which pupils and adults, including teachers, support staff and parents, work very well together.
11. The school develops pupils' social awareness in many ways and provision is very good. Pupils are treated in a warm and friendly manner by all staff and this has a positive effect on their relationships with others. The school offers a very good variety of after-school clubs and visits to the local area which provide a more relaxing learning and social climate. The example of the excellent session involving a hearing impaired visitor and her

translator is typical of the school's planning for pupils' social development – and why it is so successful.

12. The school's provision for cultural development remains satisfactory. Pupils experience their own culture through visits to the locality and through such subjects as art and design, music, history and geography. Teachers plan a small number of opportunities in the curriculum for pupils to encounter and understand the traditions and values from different cultures but do not fully develop this aspect of pupils' learning. Overall, pupils' understanding of the multi-cultural nature of the society in which they live is satisfactory, but could be better.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
National data	5.4	National data	0.4

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

13. The school does very well to match national norms for attendance by efficient monitoring and analysis of registers and constant attention to maintain parents' support.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	238	8	
Mixed – White and Black African	1		
Mixed – White and Asian	1		
Any other ethnic group	3		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

14. In the academic year 2002 – 2003 there were a number of exclusions of three pupils as a last resort after all other measures had been tried exhaustively. The procedures were very well followed and the overall impact of the exclusions was to improve behaviour very effectively. These particular problems were with Year 6 pupils who have now moved on to secondary schools and there have been no exclusions in this school year, 2004 – 2005.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Pupils achieve well and make good progress both academically and in their personal development. Teaching is **good** throughout the school.

Teaching and learning

Teaching is **good** throughout the school; teachers have maintained the **good** standards in learning identified at the last inspection. Assessment is **sound** overall, but procedures in English are good and used well.

Main strengths and weaknesses

- Lesson planning is detailed and thorough, giving lessons purpose and drive, and teachers motivate pupils effectively and engage them very well, securing pupils' commitment to learning through their very good questioning.
- The teaching of pupils with special educational needs is good and promotes good achievement.
- Teachers manage pupils very well, promoting very good relationships and behaviour.
- There are good procedures in place for assessments in English. However, in some subjects, for example science, religious education and geography, the systems for assessing pupils' learning are unsatisfactory; this slows progress in these subjects.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (18%)	18 (55%)	7 (21%)	2 (6%)	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.

15. Teachers' carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. This good teaching turns pupils' energy and enthusiasm to very good account, using them skilfully to inspire progress in learning. Teachers plan lessons carefully, ensuring that lessons challenge pupils well and involving them at all times. Classroom assistants work very effectively, valuably enhancing the quality of teaching and learning.
16. There is a good school policy for marking pupils' written work that encourages the frequent use of feedback to pupils, which is related to the aims for learning in the lesson, and the promotion of the very good relationships that exist throughout. This marking policy is implemented consistently and so pupils benefit and thus make better progress. This is especially true of the quality of presentation of their work in some pupils' books. Teachers now have consistently high expectations and so pupils achieve better time after time as a result. Homework is used appropriately to support pupils' progress throughout the school.
17. The school uses a variety of standardised tests whereby pupils' progress in English and mathematics is checked twice annually. Appropriate weekly checks are made in spelling and number work and teachers keep records of results. The school has a useful system for identifying pupils' end-of-year National Curriculum targets and tracking their progress towards them. Analysis of standardised tests is undertaken in all years and broad areas of weakness are identified. The careful use of assessment information enables the school to group pupils by ability well in English and mathematics. Pupils enter the school with standards in English that are well below average and by the end of Year 6 standards are below the national average. This shows good progress over time. Whilst these assessment arrangements for English are detailed and informative, in some subjects the procedures are less satisfactory. They consist of recording pupils' levels of attainment, and the use of the information gained to set targets for pupils about what they need to do to improve is still being developed.
18. The progress of pupils with special educational needs is carefully monitored and appropriate individual education plans are implemented where necessary. Teachers are aware of pupils' abilities and good support is given in all parts of lessons by teachers circulating and giving individual help and by deploying teaching assistants to work with less able individuals and groups. Teachers maintain the interest of pupils with special needs well because of their insistence on good behaviour. As a result pupils work hard and enjoy lessons. They receive extra support in literacy and numeracy, which is well organised and effective. Because relationships are very good, pupils with emotional and behavioural difficulties integrate well into all classrooms. Pupils of average attainment who are not making satisfactory progress work on structured programmes with teaching assistants in Years 3, 4 and 5.

The curriculum

The school provides a **satisfactory** curriculum that is enriched very well with a wide range of activities outside normal lessons. The accommodation is satisfactory and resources are broadly satisfactory.

Main strengths and weaknesses

- There is very good support for learning outside the school day.
- There is a good curriculum for pupils with special educational needs and they are well supported.
- Good use is made of visits and visitors to the school.
- The amount of time devoted to some subjects limits the progress that pupils make.
- Transfer of pupils to secondary schools is well managed.

Commentary

19. The school has made satisfactory improvement in curriculum provision since the previous inspection and now meets statutory requirements for all subjects. Planning now shows clearly how pupils' skills build up as they move through the school, which was a weakness before. There has been good improvement in the provision for pupils with special educational needs which previously was sound and is now good.
20. Teachers work tirelessly to make their lessons effective and interesting. Overall, they successfully use the national guidance, carefully adapting it so that pupils of different abilities move forward confidently. New ICT equipment has led to good improvement since the last inspection in pupils' understanding of this subject. Pupils with special educational needs are provided for well. Education plans are very well organised and clear and give very good direction on how to achieve targets. Advice from specialist staff is put to good use. Individual targets are precise and reviewed regularly on a frequent basis to ensure progress. Teaching assistants make a very good contribution to ensuring that these pupils are fully included in all curriculum opportunities.
21. Literacy and numeracy are the school's main priorities, and this has led to some lack of emphasis being placed on providing a wide and varied curriculum in other subjects. Teachers include opportunities to reinforce aspects of literacy and numeracy into other subject areas, for example, in recording the results of their science investigations. Although the rest of the curriculum is planned well, the school week is not organised into periods of time that allow pupils to explore all the aspects of their work, use skills they have acquired in other subjects and so raise standards further in the wider curriculum. On the few occasions where teachers' specialisms are used in support of the other subjects in classes other than their own it is effective. A very good example of this is the work the physical education co-ordinator is able to achieve with all of Year 5 when he takes them for their hall and games lesson.
22. The provision for pupils with special educational needs is good. It is very well organised by the special educational needs co-ordinator (SENCO), who is also the deputy headteacher. She works closely with all teachers and learning assistants so there is a consistent approach to individual education plans and classroom teaching. The 'Family SENCO' based at the local secondary school, a skilled and knowledgeable teacher of special needs, is working very closely with the school, and others in the district, to develop a consistent approach to these pupils. The project has begun very well and has a number of years still to run. The school will continue to benefit from this considerably. Overall the provision for the learning of pupils with special needs is good; it is equally good for those with emotional and behavioural difficulties, and consequently the school has a warm and welcoming atmosphere, where these pupils achieve well.

23. The curriculum is made richer by a very good range of extra activities and experiences. The school welcomes and makes effective use of a number of visitors, such as theatre groups and leaders of a variety of faiths, to extend pupils' perceptions of life. The police give good support through the regular visits of the local police officer, who takes assemblies and works closely with groups of pupils. Local charities help too, 'Think Children' for example, and after Christmas there will be a further two days a week pastoral support from another charitable group to help pupils with emotional and behavioural difficulties. Residential visits for Year 5 and 6 as well as visits to places of interest, such as Southwell Minster, contribute positively to pupils' learning. Participation in local festivals, such as singing at the family of schools concerts, Body Rhythms and fundraising for charity, broadens pupils' experiences.
24. There are good opportunities for pupils to take part in activities outside school hours. These include art, ICT, Tag Rugby, homework and football clubs as well as choir and recorders and outstanding gymnastics sessions. Very good planning for personal, social and health education ensures pupils' personal development, and knowledge of health and drugs misuse is promoted successfully. Very good links with the local secondary school, to which pupils transfer at the age of eleven, prepare them well for the next stage of their education.
25. The school's accommodation is satisfactory. It has been improved since the last inspection. Some parts of the building are restricted for pupils with special educational needs. Most classrooms are spacious; there is a well-equipped computer room and a small library. Teachers present pupils' work thoughtfully in the high quality displays that add considerably to the lively learning atmosphere within the school. Effective teamwork and warm relationships between staff and pupils help to compensate for deficiencies in the building.
26. Resources are generally satisfactory. The ICT suite is now very good and used well by all classes. As a result pupils are achieving well in this subject area, and in others where good cross-curricular links are being made. ICT resources were insufficient at the time of the last inspection, and these improvements have made a very significant impact for the better. The teachers', and pupils', very good use of the interactive whiteboard is currently restricted by the fact that the school has only the one in the computer suite.

Care, guidance and support

Pupils are **very well** cared for and provided with **good** levels of support and guidance, drawing in particular upon the **very good** relationships created. The school seeks and acts on pupils' views well. Pupils are provided with **good** opportunities to become involved in the day-to-day running of the school.

Main strengths and weaknesses

- The school gives dedicated attention to ensuring every pupil's health, welfare and safety.
- There are very good relationships between teachers and pupils.
- There are very good procedures for, and attention to, induction both into the school and on to the secondary school.
- Pupils are involved well in the day-to-day running of the school.

Commentary

27. Parents value the caring nature of this school and recognise that staff make every effort to ensure that all its pupils are safe and secure during their time in school. Matters such as health and safety are particularly diligently monitored and typical of the depth of care is the fact that all teachers have received basic first aid training, not just a nominated representative. Led by the headteacher, child protection is also treated especially seriously with, again, the deputy headteacher about to undergo such training. The school is working well towards recognition as a 'Healthy School'.
28. Teachers enjoy very good relationships with their pupils and have good knowledge of their individual needs, thus permitting personal guidance to be soundly based. In focusing on needs, individual pupils with particular problems receive good special educational needs input but action goes beyond this with, for instance, the school seeking support and funds from organisations like 'Think Children' to permit special guidance to potentially vulnerable pupils. Therefore, the provision for special needs is good. The good work by the special educational needs co-ordinator, class teachers and assistants is added to very effectively by the police, local charities and the 'Family SENCO'. It is a comprehensive approach which works very well. Pupils are included in school life very well. The pastoral support from teachers, assistants and outside agencies is very effective. As a result pupils' self-esteem is high, they like school and they always try to do their best.
29. Induction is really very good both from infant school and to secondary school. Very great efforts are taken to ease a child's entry into Year 3 – even by identifying those more likely to find this traumatic and arranging special events for them such as going on trips with existing Year 3 pupils. The very close relationship with the Dukeries School ensures massive exposure of all pupils through sporting and curricular links to the school and its staff long before they move on. At both ends, this school is increasingly ensuring more links regarding curriculum, special educational needs policies, and areas like sex education.
30. Pupils are well involved in the school's work and development. The many roles for Year 6 pupils in helping to make the school day go smoothly enable them to experience taking responsibility in the process. Towards the end of the year, Year 5 pupils are introduced to such tasks and take over during the Year 6 residential visit. Responsibilities as prefects and such are spread throughout the school and the school council offers another channel for several pupils, in every age group, to become more involved.

Partnership with parents, other schools and the community

Very good links have been built with the local community and with other local educational establishments. The school has also tried hard to engage parents and involve them.

Main strengths and weaknesses

- There are very good and beneficial links with other local schools and colleges.
- Strong links with many aspects of the local community benefit the education of the pupils.
- There are very good arrangements for transfer of pupils.
- Good engagement of the parents is to the mutual benefit of the school, the pupils and the parents.
- Some parents are unaware of important information despite the satisfactory

communications to them.

Commentary

31. This school has particularly effective links with its main secondary school, Dukeries, which generate many benefits to the pupils, as well as others through the family of feeder schools to Dukeries and the feeder infant school. The impressive sporting activity at the school draws heavily upon such links, but also on ever-increasing links regarding curriculum, special educational needs, and the arts as well as technical and administrative resources (ICT), and Parent Education, giving very real benefits of this close partnership. Other formal and informal groupings of this close family of schools bring further advantages, as in joint applications for special funds. Links are also strong with further education and teacher training colleges and the school regularly provides work experience and placements for students from these.
32. Very strong links also exist with many parts of the local community and these go far beyond the invitation to use the premises or attend its events (indeed one church group has made the school its centre). The school use the local community for teaching – some of it in connection with the Dukeries Pyramid of Schools – using local churches, Rufford Park, even the local sewage company! Numerous local visitors also come into school: the police, theatre groups, DARE (Drugs Awareness Education), and ethnic groups. The school is always involved in local events – music festivals, sports events – and it has a very good record for charity support both local and international. As one mother said at the pre-inspection meeting for parents, “This school takes part in all village activities and events!”
33. The very effective ‘Family of Schools’ created by the Dukeries Pyramid ensures particularly good transfer of pupils between the schools. As mentioned, this goes far beyond the normal programme of visits each way and transfer of staff.
34. The school works hard to keep parents engaged, informed and involved in the life of the school. Whilst not many parents help in the school day there is an active and supportive PTA/Friends Association that raises significant funds, and parents also help with visits and similar events. Relations between staff and parents are good, with good contacts evident at each end of the day. There is near total attendance at parents’ evenings and high attendance at school productions, and concerts. Communications to parents are satisfactory with a termly, well-produced newsletter, regular letters home, a good parents’ notice board in school and many notices on classroom doors. However, several parents at the pre-inspection parents’ meeting seemed ignorant of things like the potential for musical instrument instruction, football opportunities, even the weekly parents’ coffee morning – all of which were found mentioned in newsletters. The school has identified the need to review and reinforce its passage of such information to parents and to get more of them involved. The school makes sure parents know the details of their children’s individual education plans. The special educational needs co-ordinator works hard to make sure this happens. Nevertheless it is difficult to keep parents fully involved and the school recognises more could still be done to develop these links.

LEADERSHIP AND MANAGEMENT

The headteacher leads the school **well**. The governing body is **supportive**. Management is **satisfactory**. Financial management is **very good**. The school is **very committed** to inclusion.

Main strengths and weaknesses

- The leadership of the headteacher promotes an ethos that supports and welcomes all pupils and has made the school popular in the community.
- Governors ensure the school fulfils its statutory duties well.
- There is a very clear commitment to inclusion by the governing body and all staff.
- Finances are organised and managed very well by the office manager and the governors.
- Management structures for the subject leaders and the governing body need further improvement.

Commentary

35. The headteacher has a determination that all pupils who live in the area, whatever their strengths or difficulties, have the right to learn in a warm, welcoming and secure atmosphere. She has organised the school very well to provide this, and has raised standards steadily in recent years. She recognises the need to press ahead, to raise standards further, and she is working hard with the teachers, and their assistants, to make sure this happens.
36. The deputy headteacher, who is also the special educational needs co-ordinator, is a very good role model for the rest of the staff. She has pressed ahead with the re-organisation of special educational needs very effectively so that pupils' individual educational plans are much improved. They are now written using ICT, and are easily adapted whenever necessary. They are now efficiently produced and relevant to each pupil. She has very strong links with the 'Family SENCO', based at the nearby secondary school, which is of real benefit to the pupils within the school, as well as smoothing the transfer between schools. The inclusion of all pupils in all aspects of school life is a strength of the school, particularly since so many are on the register of special educational needs.
37. Performance management procedures aimed at improving the quality of teaching are clear for all staff, in place, and used consistently. There are several teachers qualified to monitor and mentor other members of staff. Teachers new to the school settle in quickly and well because of the support from these senior staff. There is a strong team atmosphere in the school, whereby all adults work together harmoniously. For instance, the school helped raise money to enable a teaching assistant to attend the World Judo Championship. Although this is a very significant strength, it also delays innovation, because the strong commitment to each other sometimes means change is slowly done so as not to offend. For example, subject co-ordinators are good role models in their teaching, but several still have underdeveloped management roles. The school recognises this and has begun a development programme, which it believes will raise standards in a number of subjects. It is based mainly on the assessment of pupils' work, but it is in its very early stages and has yet to have any real impact, and more needs to be done.

38. The governors support the school enthusiastically; they are committed to continued school improvement, and share the vision of the headteacher. They fulfil their statutory duties well; policies are up to date and reviewed regularly. There are good leaders within the governing body, most particularly the chair. However, it has recognised that its management structures, to translate this shared vision into practice, need refining to make them more effective. Consequently governors are in the process of re-organising themselves so that all governors have a much more sharply defined role. It will then be in a much stronger position to focus on the strengths and weakness in more depth, and from this to challenge senior managers more confidently, as well as continuing their individual long-term support.
39. The overall value for money provided by the school is satisfactory. The school manages its finances very well. Financial expenditure is monitored in a very good way by the office manager, who works very closely with the headteacher and the governors' finance committee. Recommendations for improvement in the most recent audit report have been completed; the school consults regularly with the finance department of the local authority to make sure processes and procedures are up to date. The office manager works hard to ensure the school gets the best value it can in the goods and services purchased to support the education of all pupils.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	606544
Total expenditure	594191
Expenditure per pupil	2445

Balances (£)	
Balance from previous year	43537
Balance carried forward to the next	55890

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Literacy skills are taught well across the curriculum.
- Targets are set and are reviewed regularly.
- ICT is used well in English and cross-curricular links are good.
- Assessment is thorough and is used well to respond to individual needs.

Commentary

40. Standards in speaking and listening match those expected of pupils in Year 6. In writing and reading standards are below those expected of pupils in Year 6. All pupils make good progress against their prior attainment and achieve well. Pupils with special educational needs achieve very well against the targets in their individual education plans. Inspection findings suggest pupils' standards in reading and writing will be below national expectations at the end of their time in Year 6 but will meet the challenging targets set for them. There are no significant differences between the achievements of different groups of pupils.
41. Standards in speaking and listening match those expected at the end of Year 6. Pupils listen carefully to each other and to adults and contribute well to discussions. There are planned opportunities to develop speaking and listening skills in every area of the curriculum. Pupils in Year 6 showed how well they were listening as they reacted with disgust at the descriptions in Roald Dahl's *Boy*, a story they clearly enjoyed.
42. Pupils' attainment in reading is tracked and analysed to improve standards. Regular focused reading sessions and a consistent approach to the teaching of sounds, spelling and reading have been instrumental in improving standards, which are below the standards expected of pupils in Year 6, but improving. The school has tried to enlist the support of parents, and where this has been possible it has been invaluable. The school has actively encouraged parents to support their children's learning in English. This has improved standards where a partnership has been established and the school is now trying further methods to support a greater number of families
43. The school's focus on writing is raising achievement. There are planned opportunities for writing in most subjects. The clear progression in pupils' learning, over time, shows that the school's continuing emphasis is having a positive influence on standards. The opening verses of the Charles Causley poem about a *Dancing Bear* were very well read and analysed and the writing of many pupils in Year 5 was varied, thoughtful and interesting. The way Year 3 pupils were able to take their work on poetry to the computer suite and create interesting calligrams showed the effectiveness of the teacher's planning and the better use of ICT for writing across the curriculum. It is significant that this very

good lesson had to be postponed as it required the use of an interactive whiteboard and the only one the school has is in the computer suite.

44. The quality of teaching and learning are good. The strengths of teaching are the promotion of equality of opportunity, teachers' insistence on high standards of behaviour, the use of teaching assistants, the encouragement of pupils, and teachers' ability to engage and sustain pupils' interest. The strengths of learning are pupils' application to their work, their productivity and their capacity to work independently and collaboratively.
45. Subject leadership and management are good. The subject leader, with good support from the headteacher and subject governor, analyses test results in detail and suggests changes of emphasis in teaching, in the light of what the tests reveal. Assessment is good and the results of assessment are used well to respond to pupils' individual needs. The curriculum is enriched by visits and visitors. Resources for English are good and help teachers to develop the elements of the literacy strategy effectively. The quality of provision, based on effectiveness, has improved significantly since the last inspection. Leadership and management, the curriculum, the use of assessment, progress and teaching all show good improvement.

Language and literacy across the curriculum

46. Language and literacy are used well in other subjects. The National Literacy Strategy has been implemented well, and is now being modified effectively to meet the particular needs of the school. It provides an effective structure for the progressive development of pupils' speaking, listening, reading, writing and spelling skills in all areas of the curriculum. A significant amount of additional literacy support is provided for pupils who experience difficulties. The use of ICT has improved significantly since the time of the last inspection.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching in numeracy lessons is good.
- Planning, based on the National Numeracy Strategy, is well organised.
- Relationships are very good; as a result pupils enjoy lessons and work hard.
- Classroom assistants give very good support.
- There is too little planned use of mathematics in the wider curriculum.
- Assessment processes and their use require further improvement.

Commentary

47. Standards in mathematics are below the national average by the time pupils reach Year 6. Their achievements are satisfactory in lessons, as they move through the school, because they start from such a low level on entry. Pupils with special educational needs achieve well when they work in small groups with the help of well-qualified learning assistants. There are more pupils with special educational needs than in most schools and this makes it harder for the school to reach national standards in mathematics.

48. There has been satisfactory progress since the last report, mainly because of the successful introduction of the National Numeracy Strategy. It has provided the improved planning, and a good structure for the teaching of mathematical skills, which was missing before. Teaching has improved; it is now good, whereas before it was 'generally satisfactory'.
49. The good teaching is still not having its fullest effect because assessment in most of its forms is still being developed. Teachers mark everyday work well; there are clear targets for every pupil in the front of every mathematics book, and teachers modify daily plans well to meet each pupil's needs whenever possible. Pupils with special needs have very good individual education plans. Currently, however, assessment is not used sufficiently to influence planning and consequently some pupils are not stretched to achieve as well as they might. The co-ordinator is tackling this with some urgency in order to bring about the necessary rise in standards.
50. The quality of teaching in lessons is good. Everyday planning is good because it is based on national guidance and modified to reflect the abilities of the two groups organised each day in each year. Teachers question pupils well to challenge their thinking. They use praise and encouragement skilfully so pupils are keen to respond to questions, or to explain their methods of working. Teaching assistants give very effective support to pupils with special educational needs. Relationships are very good; teachers handle challenging behaviour and pupils' learning difficulties with consistent ease. As a result classrooms have a very good learning atmosphere, where pupils work hard, concentrate and behave well. Both Year 6 ability sets worked very successfully on probability, and the work covered emphasised the considerable range of ability in a typical year group. Some pupils could only tackle simple ideas with the help of an assistant, whilst others were able to argue outcomes of more complex situations confidently. Homework is given, but it could be more systematically planned to consolidate class work by involving parents more in what is happening at school. Although teachers are knowledgeable about mathematics they need more detailed information about the effectiveness of their teaching through monitoring by the head or co-ordinator than they have at present. This would focus their efforts and have a more precise impact on pupils' learning.
51. Leadership and management of the subject are satisfactory. The co-ordinator knows what has to be done to improve assessments and has set out determinedly to tackle this quickly. There is evidence of a developing strength in his leadership and management. However, it will be some time before his efforts bring about the desired improvements because the initiatives have only just begun, in close consultation with the numeracy consultant from the local authority.

Mathematics across the curriculum

52. Satisfactory overall. There are some opportunities for mathematics in other subjects such as science and ICT. They include data handling, for example, and graphs and charts in science. More could be done to extend this to other subjects in a planned systematic way. More could also be done in the use of ICT to engage pupils' interest in shape work or fractions, for example, if classrooms had interactive whiteboards and pupils did not have to wait for their lessons in the computer suite.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good gains in their knowledge and understanding of key facts.
- Pupils enjoy their science lessons and behave well.
- There is good use of specific technical language.
- Skills of investigation are not yet secure enough by Year 6.

Commentary

53. Pupils reach below average standards in Year 6. Achievement is good in view of the low levels of pupils' attainment on entry to the school. Teaching and learning have improved since the last inspection. Good teaching has played a significant part in the progress pupils make in their knowledge and understanding of key facts. The quality of teachers' questioning is generally good and stretches pupils' thinking. However, until very recently, teachers have not put enough emphasis on the systematic development of pupils' inquiry skills. Although pupils are given the opportunity to participate in some investigations, there are insufficient opportunities for pupils to use their initiative or make decisions. Consequently, by Year 6, pupils generally have better factual knowledge than inquiry skills.
54. Pupils enjoy their science lessons and behave well. Relationships are very good and most pupils work co-operatively when asked to work together. Activities such as the forces investigation in Year 6 and examining insects with a microscope in Year 4 successfully engage pupils' interest so they become absorbed and work hard. They talk enthusiastically about the work they are doing and they are becoming increasingly familiar with a broad range of scientific terms. Pupils use their writing skills to record their learning and their work is well presented in their books.
55. The leadership and management of the subject are sound. The new co-ordinator has a clear vision of what is going well and what is in need of further development. Teachers are consulted about what they think, their views are sought about what to improve and the final decisions are based on analysis as well as a determination to move the subject forward. The recent emphasis on improving pupils' investigative skills is a good example of this.
56. Assessment procedures for science are satisfactory although these are mainly based on the knowledge pupils gain and there is a need for teachers to have a clearer picture of what skills pupils should be acquiring as they move through the school. Teachers often include a science focus when planning visits for pupils to places of interest. These visits, along with visitors to the school, contribute positively to pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- There is good leadership of the subject.

- The school has improved resources, and there is now good quality hardware and a growing amount of software.
- Staff have become more confident and direct teaching of skills is improving.
- Each class has two sessions in the computer suite each week which help develop their skills.

Commentary

57. Pupils' attainment is generally in line with expectations for their age at the end of Year 6. There are some aspects such as word-processing and modelling that are above expectations and all pupils make good progress and achieve well. The school makes good provision for pupils with special educational needs and they too make good progress. All aspects of the subject are covered and the subject continues to develop well.
58. Word-processing is used confidently and competently. Pupils use the computer's tools to create, amend and improve their work. A good example of this was seen in a Year 3 class where pupils were learning how to combine text and graphics in writing 'shape' poems – calligrams. In Year 6 pupils were learning how to 'walk' around an Egyptian tomb and build their own picture of life at that time. Year 5 pupils were using a graphics program to create a very detailed plan of their own rooms. They experimented and they all completed their task, and were able to predict the results of their decisions when a further change was introduced. There was good additional challenge for the more able. This is an example of the good links made with other subjects. In Year 6, pupils are learning how to add a digital photograph to their more advanced *PowerPoint* presentations. With their computer partners, pupils can open the program and create new pages at will – often combining moving graphics with their photographs.
59. Teachers have a good knowledge and understanding of the subject and teach it well. There is a good computer suite that is used well. Teachers occasionally begin their ICT lesson in classrooms and then the class moves to the computer suite for pupils to do their tasks. This is a thoughtful way to proceed as it means pupils concentrate well in the classroom, and the pace and flow of the rest of the lessons in the suite are not interrupted. Teachers and pupils confidently and competently use the interactive whiteboard in the suite and this gives all pupils access to the curriculum and ensures inclusion, although this is currently restricted to two sessions per week. Pupils are keen and enthusiastic learners and use computers sensibly and with developing skill. The more able pupils help their less confident classmates and this develops a sense of responsibility.
60. Leadership and management are good. The subject co-ordinator has a very clear understanding of how to improve standards further. There is a good scheme of work which supports planning, teaching and learning, and good assessment and recording procedures, and there is a suitable policy for Internet use. The co-ordinator monitors teaching and pupils' work and assesses strengths and weaknesses. Teachers use day-to-day assessment against the learning intentions in lessons and this informs the planning for the next lesson well.

Information and communication technology across the curriculum

61. Teachers are now making good use of ICT to support pupils' learning in other subjects when they use the computer suite in their two sessions per week. In literacy, word-processing skills are used to present writing for different purposes and audiences

creating leaflets, advertisements and newspaper articles. Pupils create databases, spreadsheets and graphs to support learning in numeracy and science. They use a range of software to explore artistic styles and artists. They are adept at importing information from the Internet to support their studies in geography and history.

HUMANITIES

Geography

62. Geography was not a focus for this inspection and no lessons were observed. Examination of teachers' plans and a limited amount of pupils' work show that a broad and balanced curriculum is provided, but progress is limited due to the lack of an effective assessment process.

History

Provision for history is **good**.

Main strengths and weaknesses

- Pupils' enthusiasm for history is high.
- Good links are made to other subjects.
- The curriculum is enriched by visits, visitors and the imaginative use of resources.

Commentary

63. Pupils reach the standards expected of them by Year 6 and achievement is good. This is due to good teaching and effective leadership and management of the subject. Pupils enjoy history and approach their work with enthusiasm. They become engrossed in looking at past civilisations such as Ancient Egypt and Rome. They are developing a good understanding of the different ways of life from these distant periods and use their knowledge and understanding to discuss aspects that particularly interest them in more depth. For example, pupils discuss in great detail the processes of mummification practised by the Ancient Egyptians.

64. Teaching and the quality and range of learning opportunities are good. Teachers link series of lessons together well so previous learning is used effectively. Teachers also link learning in history with other areas of the curriculum. This is particularly evident in ICT when pupils use their computer skills for historical research. Pupils' work displayed around the school also gives evidence of independent learning through using books and exploring artefacts. Pupils enhance their musical experiences by listening to music played in the style of the particular period being studied. Visits to places of historical importance help to foster interest in the past and visitors in the role of an 'Ancient Roman' or 'Viking' bring history 'alive'.

65. The subject is well led and managed and there are clear plans for its future development. Although resources in general are satisfactory, additional resources are needed to teach some aspects of the curriculum. Assessment is satisfactory and pupils' attainment is recorded at the end of each unit of work.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Teaching is good, based on good planning.
- The co-ordinator leads and manages the subject effectively.
- The newly agreed syllabus is being introduced thoughtfully.
- Pupils respect each other's views and work hard.
- Assessment of the subject is unsatisfactory and full resources for the subject are being introduced gradually.

Commentary

66. The school is using the new local guidelines effectively to make sure pupils follow a well-planned programme, achieve well and reach the expected standards for their age at eleven.
67. Many pupils begin school with limited communication skills and a very limited experience of the world beyond their home and family. Good teaching is helping them to overcome these difficulties, and pupils make good progress as a result. This shows good improvement since the last inspection because teaching has improved and pupils now achieve more.
68. Year 6 pupils know the details of Christian traditions and can use these in their discussions when they learn about other major faiths such as Islam. They recognise the connection between the Qur'an and the Bible, Mecca and Bethlehem, mosque and church and readily use these and other terms in lessons. For example, in two lively Year 6 lessons other key words such as minaret, dome, washroom, Allah, and *zillah* were used readily when pupils learned about the features of a mosque and how the design reflected what Muslims believe to be important. The skilful use of artefacts, such as large photographs, a prayer mat and a compass, helped pupils to understand more readily details of the Muslim faith.
69. The teachers plan lessons well so they run smoothly at a lively pace. All adults have a sympathetic approach, insisting on respect for each other's ideas and beliefs from all pupils. Relationships are very good and as a result pupils listen carefully to the teacher and each other, respond to questions eagerly and behave well. Work is organised at different ability levels, particularly in Year 6, so that pupils are challenged individually when they record work in their own words. Teachers make sure pupils set out work neatly, mark and monitor it regularly, and use praise and encouragement thoughtfully in lessons and everyday marking. It helps to raise pupils' self-esteem; it is an important part of every teacher's approach. Even in a lesson where pupils were not sure what to do, the relationships were very good, the pupils were keen to try and they behaved well. This is common to all lessons.
70. Leadership and management are sound. The subject leader has worked closely and successfully with teachers to overcome the shortcomings in planning, the over-reliance on textbooks and some teachers' uncertain knowledge of the subject. Consequently progress since the last report has been good. The new local syllabus is being introduced well. However, assessment has still to be introduced and resources are still being

introduced gradually. Both need to be monitored carefully to ensure the successful beginning to the new syllabus is maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

71. Art and design was not a focus for this inspection and no lessons were observed, but evidence from planning, displays and sketchbooks indicates there is a suitable curriculum in place. It enables pupils to make satisfactory progress as they move through the school. There have been improvements since the last report. The school has re-organised its planning, reviewed government guidance for the subject, and has now put in place a programme for the teaching of artistic skills, which was missing before.
72. The leadership and management of the subject are satisfactory. However, improvements in assessment are needed, a development still outstanding from the last report. A beginning has been made, but much more needs to be done, so that teachers know the standards the pupils are achieving as they move through the school, and how they can be improved further.

Design and technology

73. As design and technology was not a focus for this inspection only one lesson was seen in this subject. However, work in progress and displays indicate there is a satisfactory curriculum in place, which enables pupils to make satisfactory progress. The school has improved its provision since the last report. Pupils now work with more materials, including wood; their designs are better organised; they look at simple products and how they work. For example, Year 5 pupils used reinforced wooden frames to make a working model using a cam. Year 3 pupils had made large 'Monsters', whose mouths opened by using pneumatics, powered by a syringe. These show that the programme of skills, missing at the time of the last report, is now in place.
74. The leadership and management of the subject are satisfactory. However, there is no organised system of assessment so that teachers know the standards their pupils are reaching, compared to other schools nationally, or how pupils are progressing as they move through the school. This has begun, but it is in its very early stages.

Music

The provision for music is **satisfactory**.

Main strengths and weaknesses

- Standards in singing are above the expected levels, especially by the time pupils leave the school.
- The opportunities for performance by pupils are good.
- The quality of extra-curricular activities, including peripatetic instrumental tuition, is good.

Commentary

75. Pupils achieve well and attain the standards in line with those expected for their age and enjoy the many music-making activities provided for them. This reflects the many changes and improvement since the last inspection. The tuition provided by the visiting

instrumental teachers adds a great deal to the satisfactory provision throughout the school.

76. Throughout the school pupils have many, good, musical opportunities and they achieve well. The enthusiasm and technique displayed by the Year 6 pupils in their rehearsal for their concert of *Joseph* were very good. The way all pupils responded to the effective teaching in a singing assembly to build up an understanding of new songs, and the ability to sing high and low notes, were very good. They showed a good understanding of rhythm and were able to maintain the shape of the melody very well.
77. The subject is well managed and monitored by the headteacher as co-ordinator who has given a lot of thought to the purchase of new material and plans that are now being implemented well. This enables her to monitor the progress and achievement of many pupils.

Physical education

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

Main strengths and weaknesses

- The school offers a well-balanced curriculum with an excellent range of activities both in lessons and extra-curricular.
- The subject leader is an outstanding example to others and has very good subject knowledge.
- There are very good links with local sports clubs and local secondary schools.
- There are many individual and team successes through the additional activities that cater very well for pupils with specific talent.
- Teachers plan their lessons well and have high expectations.

Commentary

78. By the end of Year 6 pupils attain standards that are above those normally expected of pupils of this age. Pupils at all levels of attainment make good progress and achieve well. Physical education is rightly seen as a strength of the school. Standards are positively affected by many individual and team successes in competitive sports at local and county level. Pupils with special educational needs are included in all activities and make good progress.
79. The teaching of physical education is good. Teachers and teaching assistants plan their lessons well and are good role models. They give good demonstrations and have high expectations. In an excellent dance lesson in Year 5, the material selected was of interest to the pupils and motivated them well. Sensitive assessment by the teacher led to appropriate interventions to support his instructions. As a result the pupils understood clearly what was required and developed their skills well.
80. In all lessons good demonstrations by the class teachers and assistants and the careful selection of examples of good practice for demonstration purposes take the pupils' learning forwards. In a very well organised lesson in Year 6, the pupils behaved impeccably and showed very good control and considerable poise, and tried hard to improve. All the pupils concentrated very well and used the lesson time to the full. By

skilfully using demonstration, and structuring the lesson so that pupils faced increasing challenges, the very good teaching ensured that pupils were taken to the limit of their capabilities and, therefore, made good progress. In all the lessons observed teachers ensured that there were opportunities for pupils to reflect on and discuss their own performance and those of others. The pupils listened well and further developed their skills as a result.

81. The co-ordinator has prepared a thorough and comprehensive scheme for the delivery of the physical education curriculum. All aspects are covered. The impact of a teaching assistant of national standard in games is well organised and appreciated. The curriculum is supported by residential visits for pupils in Years 5 and 6. The school grounds are well used by all pupils and these outdoor skills are also well supported by visits to local centres. The achievement of high standards is helped by the active involvement of coaches from local sports clubs, by the local school's sports partnership and by opportunities to participate locally in indoor events in winter. There is an outstanding range of extra-curricular activities that are well attended at all ages.
82. Leadership and management are very good. The co-ordinator is outstanding. He is very enthusiastic, and has been able to effectively monitor teaching and learning in physical education over many years. A number of staff have received supportive training in various aspects of physical education and teachers' subject knowledge is very good. This has a positive impact on standards. Assessment of pupils' progress in physical education is also effective. There are good resources for physical education and the accommodation is being used well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- There is a very good policy that is consistently well applied throughout the school.

Commentary

83. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. Pupils at all levels of attainment make good progress and achieve well. No pupil is left to feel alone or vulnerable through the work of the prefects who not only help each other but can report back directly to any adult in the school.
84. The well-planned class discussions, known as Circle Time, are typical of the care and thought being applied to this aspect of pupils' learning. Themes such as 'Helping one another' and 'What makes us happy' are explored in a very supportive atmosphere that enables the more nervous pupils to speak when it comes to their turn. As a result teaching is consistently good.
85. The school is careful to make sure that pupils develop an understanding of how others in their world conduct themselves and how they should behave. During the inspection a Year 3 class was visited by a hearing impaired lady and her translator. Pupils were engrossed

in 'listening' to a person who signed and talked fluently as a result. When asked to say how a deaf person was different their very good responses – “Deaf people wouldn't know what to do if there was an emergency if a bell went off” “Deaf people look like us but might think differently” – showed the level of planning and discussion that had preceded the visit. The use of artefacts such as a belt that vibrated was fascinating for them all. When the visitor actually spoke out loud (she went deaf at the age of 16 after a serious illness) the pupils' faces had to be seen to be believed. The impact of this session on their understanding of how others feel, and how lucky they themselves are, showed that the lesson had been planned at a level that matched the age, experience and interest of the pupils. As a result it had a tremendous impact and succeeded very well.

86. The subject is well managed and monitored by the headteacher as co-ordinator. The curriculum is enriched by visits and visitors. Resources for the subject are good and help teachers to develop the elements of the agreed programme of work effectively. The quality of provision, based on effectiveness, has improved significantly since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (Ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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