

INSPECTION REPORT

LYDGATE JUNIOR SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 106998

Headteacher: Mrs S Havenhand

Lead inspector: Mr R Burgess

Dates of inspection: 21st – 23rd February 2005

Inspection number: 267257

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
Number on roll:	483
School address:	Manchester Road Crosspool Sheffield South Yorkshire
Postcode:	S10 5DP
Telephone number:	0114 2669500
Fax number:	0114 2681284
Appropriate authority:	Governing body
Name of chair of governors:	Mrs M Neill
Date of previous inspection:	14 th June 1999

CHARACTERISTICS OF THE SCHOOL

Lydgate Junior School is situated in Crosspool in the western suburbs of Sheffield. It is larger than most schools, with 483 pupils on roll, aged between seven and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. There are slightly more boys than girls in most year groups. The school admits children at the beginning of the school year after their seventh birthday. Pupils' attainment on entry is above average, although a wide range of attainment is evident. The majority of pupils are from white ethnic backgrounds. There are three pupils at an early stage of acquisition of English and 11 per cent with English as an additional language, which is high compared to national averages. Seventeen per cent of pupils have special educational needs, which is broadly average. Two pupils have a Statement of Special Educational Need, which is below average. The proportion of pupils in receipt of free school meals is below average. Since the last inspection the school has experienced a period of severe overcrowding as a result of successful parental appeals over admission of pupils. As a consequence a double mobile was erected on the school site in October 2001 and two additional mobile classrooms were provided in summer 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R W Burgess	Lead inspector	Information and communication technology Personal, social and health education and citizenship
9146	M Brennand	Lay inspector	
33236	K Dodd	Team inspector	Mathematics Art and design Music Special educational needs
24895	K Hurt	Team inspector	English Geography History Religious education
32625	P Harmsworth	Team inspector	Science Design and technology Physical education English as an additional language

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The leadership of the headteacher and key staff is good. Most pupils achieve well. Standards are well above national averages in mathematics and science and above national averages in English. Teaching and learning are good in most lessons but in some lessons planning does not provide sufficient challenge for the full range of abilities in the class. The pupils enjoy school and have a desire to learn. The school provides good value for money.

The school's main strengths and weaknesses are:

- Most of the teaching is good. The high proportion of good teaching helps pupils to develop lively, enquiring minds.
- Pupils' attitudes and behaviour are very good.
- Fewer pupils attain above average in writing than in reading, mathematics and science.
- The use of information to help plan future work and inform individual pupils how they can improve is not as effective as it could be.
- The school makes very good provision for pupils' personal development and their care and welfare.
- The range and quality of activities to support learning are very good.

The school has made a satisfactory improvement since it was last inspected in March 1999, effectively addressing all the issues raised. There is now a good school development plan. Provision for ICT is much improved, including the provision of an ICT suite. The provision for pupils with learning difficulties is now good. The school has maintained standards during a period of severe overcrowding, creating difficult circumstances for teaching and learning.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The table gives the grades compared with schools where pupils attained similarly in Year 2 tests. A* indicates that the school's results in science were in the top five per cent of all schools in 2002.

Standards attained by pupils in the national tests at the end of Year 6 have been consistently well above average over recent years. In English standards fell in 2004, although they were still slightly above the national average. This was due to a combination of relatively less effective achievement in writing and higher numbers of boys with learning difficulties. In comparison with similar schools, results were below average in English and above average in mathematics and science.

Pupils currently in Year 6 are achieving well. Pupils with learning difficulties and those for whom English is an additional language achieve well. A significant number of pupils attain standards above those expected for their ages in mathematics and science. Achievement in writing is satisfactory; fewer pupils attain above average than in mathematics and science. The school correctly identified the need to improve standards in writing. The action the school is taking to address this has begun to have an impact. There has been insufficient time for this to be fully reflected in pupils' work seen during the inspection. The school has recognised there is scope for further improvement. In all other subjects, pupils achieve well and attain standards above the national expectation.

Pupils' personal development is very good. The provision for their spiritual, moral, social and cultural development is very good. Attitudes and behaviour are very good. Pupils behave very well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are **good** overall. This needs to be consistent across the school in order for pupils to achieve their full potential. Progress in reading, mathematics, science and ICT has been quicker than in writing because of greater staff confidence in teaching these subjects. The most effective teaching provides well for individual needs and high expectations ensure good learning which contributes to the standards attained. There are good systems for assessment but the use of these is not yet effective in the planning of future work and identifying targets for individual pupils.

The learning opportunities provided by the school are good. There is very good consistency in the provision for different classes in the same year group. Learning is enriched by a very good range of activities outside of lessons. The quality of the accommodation is unsatisfactory. The school has very good links with the local infant and secondary schools, which enrich pupils' learning experiences further.

Throughout the school, pupils with potential difficulties are identified early and given good levels of support. Pupils make good progress towards their individual targets. The school provides a secure environment where health and safety provision is fully in place, along with child protection. Links with parents are very good.

LEADERSHIP AND MANAGEMENT

The headteacher shows good leadership and is well supported by the deputy headteacher and other senior staff. **Management is good**; there is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The school development plan accurately identifies key areas for improvement. The governance of the school is good. Governors are a committed team who know and understand the school and give strong support to the work of the staff as they strive to improve the school. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has satisfactory resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from most parents were positive and supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities; they are listened to when sharing their views with staff.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in writing by:

Making better use of assessment data to set targets for individuals and groups of pupils so they know what they need to improve in their writing and pursue these vigorously when marking pupils' writing;

Adapting tasks more precisely so that more able pupils are challenged to work at higher levels when written tasks are set;

Ensuring that pupils develop and use a consistently neat and joined handwriting style and check their work for errors in basic punctuation and grammar.

- Improve the use of assessment data to:

Identify areas where standards could be improved;

Set targets in future work for individuals and groups of pupils;

Use information effectively when planning future work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils achieve well and by the end of Year 6 standards are **well above average**. A significant number attain standards above those expected for their ages in mathematics and science. Standards in English are above average but fewer pupils attain above average in writing than in mathematics and science.

Main strengths and weaknesses

- Standards are well above average in most subjects.
- Pupils with special educational needs achieve well due to the early identification of individual needs, good teaching, very good support and very good use of resources to support learning.
- Pupils whose home language is not English achieve well and make good progress.

Commentary

1. The National Curriculum test results for pupils in Year 6 in 2004 shows standards well above the national average standards were maintained in mathematics and science. Compared with schools whose pupils attained similar standards in their Year 2 tests, standards were above average. In English standards fell in 2004, although they were still slightly above the national average. In comparison with pupils from similar schools, standards in English were below average. This difference in standards between English and in mathematics and science is attributable to fewer pupils attaining the higher level 5 in English. School analysis of the 2004 National Test results correctly identifies that there is no difference in achievement between boys and girls. The school correctly identified the need to improve standards in writing and has begun to address this issue effectively although there has been insufficient time for this to be fully reflected in pupils' work seen during the inspection. In 2004 in mathematics and science the school targets were exceeded and were almost met in English.

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

Standards in:	School results	National results
English	27.6 (28.6)	26.8 (26.9)
Mathematics	29.1 (29.4)	27.0 (26.8)
Science	30.7 (30.6)	28.6 (28.6)

There were 124 pupils in the year group. Figures in brackets are for the previous year.

2. The standards achieved at level 4 and above by pupils in Year 6 in mathematics and science have shown an improvement over the last five years and are above the national average.
3. In English achievement is good overall. Standards in writing are average. Evidence from the school's system for tracking pupils' achievements shows that there has been some patchy and uneven progress from year to year that has resulted in underachievement. Inspection evidence shows that the quality of teaching and standards are improving. Whilst most pupils reach the expected levels in writing by the time they leave the school, too few securely reach the higher levels of which they are clearly capable. Pupils in Year 6 read with confidence and enjoyment. They are able to discuss in detail the books they read and make good predictions about how the story will end. They have developed good strategies to improve their reading and are able

to self-correct their reading mistakes. They are aware that reading is very important and will help them to achieve a good result with their tests at the end of Year 6.

4. Standards in mathematics are well above average. Achievement is good overall but in some lessons work is not well matched to the abilities of pupils. Pupils' mental arithmetic is well developed and they are able to make quick calculations.
5. In science pupils achieve well and standards are well above average. Lessons are well planned and provide many opportunities for pupils to engage in investigation and practical tasks to support their learning. Pupils enjoy their lessons and are encouraged to make predictions and evaluate the outcomes of their experiments, for example when studying how their bodies are affected by exercise.
6. Pupils' standards and achievement in ICT are good, supported by the cross-curricular approach to teaching. Achievement is good because teachers are confident to teach the subject and through the provision of adequate resources. Several lessons were observed in the ICT suite where pupils demonstrated good skills and were confident in using computers. This represents a good improvement since the last inspection.
7. Pupils with English as an additional language have effective access to the curriculum as a result of the co-ordinator's good work. A flexible approach to the timetabling of withdrawal sessions ensures that pupils with English as an additional language do not miss out on key learning in other areas of the curriculum. Work prepared for withdrawal sessions is matched closely to the pupils' class-based learning so that they are supported in other learning. Teaching assistants are well prepared and supported by the co-ordinator so that they give good support to pupils with English as an additional language in lessons. The number of pupils with English as an additional language has doubled since the previous inspection but because of good support they make good progress
8. The standard of marking of pupils' work is very good in some classes as was seen in the sampling of work across all year groups. Where this is good it gives the pupils clear direction on how to improve their work and praises their achievements. For example in one Year 3 class the teacher commented on how a pupil had improved his writing through including imaginative ideas. This approach to raising achievement is not consistent across the school.
9. Good assessment systems have been put in place to support a whole-school approach to all aspects of monitoring and evaluation. The use of these systems has yet to be developed consistently across the school to ensure pupils know what they have to do to improve and to raise standards of achievement.

Pupils' attitudes, values and other personal qualities

Attendance is **very good**. Pupils' attitudes and behaviour are **very good**. The way the school promotes personal development through its spiritual, moral, social and cultural provision is **very good**.

Main strengths and weaknesses

- The attitudes and behaviour are very good.
- The level of attendance and the monitoring arrangements are very good.
- There is a wide range of opportunities for pupils to take on responsibility.
- The relationship between staff and pupils is very good.

Commentary

10. This is a school which builds on the very good attitudes which pupils have when they leave their infant school and maintains the high standards which were evidenced at the last inspection. Attendance is a prime indicator of whether children enjoy coming to school and over the last three years it has been well above the national average. Conversations with pupils demonstrate that they have a high opinion of the school and its staff. The strong support for the numerous extra-curricular activities, particularly the large orchestra, is a further indication of the stimulating diet which the school provides. A direct consequence of this positive atmosphere is that behaviour is very good. In the vast majority of lessons observed, behaviour was good or better and in the corporate areas children are polite, helpful and considerate. The result is a calm and well-ordered community in which children feel secure.
11. Having created an atmosphere in which children can be trusted to behave well, the school provides pupils with a wide range of opportunities to take on responsibility. This they do with relish by filling roles as class monitors, school councillors, Year 6 buddies and lunchtime games club supervisors. During discussions with members of these groups the pupils demonstrated considerable pride in their roles and respect for their teachers and the school.
12. A further strength is the way the school develops very good relationships. A recurring theme in lessons was the strength of the relationships between staff and pupils. For example, in a Year 6 religious education lesson, very good relationships were developed by the way the class teacher valued what pupils had to say. Similarly in a Year 4 literacy lesson the positive way the teacher interacted with pupils encouraged them to ask questions. Staff are aware that children do not always relate to one another as well as they should and the good use of a circle time in Year 4, to explore the topic of friendship, provided valuable information.

Attendance

13. Attendance for the year ended 2003/04 at 96.1 per cent is very good. Parents are keen for their children to attend and are also quick to inform the school when their children are absent. Punctuality is also generally good, with the majority of pupils arriving on time for the start of the school day. There are very good systems for monitoring attendance, so that absence trends can be identified at the earliest opportunity and appropriate action taken. Incentives, in the form of certificates to encourage good attendance, are much valued.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

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	367	1	0
White – Irish	1	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	24	0	0
Black or Black British - Caribbean	1	0	0
Black or Black British - African	4	0	0
Black or Black British – any other Black background	1	0	0
Chinese	17	0	0
Any other ethnic group	15	0	0
Parent/pupil preferred not to say	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Pupils reach well above average standards as a result of good and sometimes very good teaching. The promotion of equality of opportunity for all pupils is good. Provision for pupils with specific learning needs is good. The breadth and balance of the curriculum are good and meet the needs of the pupils well. There is very good provision for pupils' care and welfare. They receive satisfactory support and guidance. Links with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are good. Teaching stimulates the pupils well and contributes effectively to their desire to learn. In some lessons there is insufficient provision for the range of different abilities within the class and pupils need more understanding of what they need to do to improve their learning. .

Main strengths and weaknesses

- Pupils are well motivated and want to learn because teachers have a stimulating approach to lessons.
- Teaching and learning are good for pupils with learning difficulties and for those whose first language is not English.

- The school has an assessment system for tracking pupils' progress over time. This information is not used as effectively as it could be to inform teachers' planning of future work.

- Relationships are very good and the management of behaviour is effective.
- Marking is not consistent. It is not always sufficiently detailed to identify success and areas for improvements to guide pupils to the next stage of learning.

Commentary

14. When teachers offer challenging and interesting lessons pupils respond very well. They work well individually or in groups as required. A very good example of this was seen in a Year 6 English lesson where pupils worked together in pairs or small groups to discuss the poem *The Lady of Shalott*, using skills based on their knowledge of modern detective series on television to aid their interpretation of the poem. Teachers adapt their teaching style and methods to cater for the difficulties posed by the size and layout of the accommodation.
15. In classes, where teachers have a good knowledge and understanding of the individual pupils' ability and needs, appropriate challenges are set and marking is used very well to inform pupils what they need to do to improve further. In these lessons pupils make good progress and achieve well. However, the guidance that pupils receive through the marking of their work is inconsistent and as a result pupils are not always well informed about what they need to do to improve.
16. Teaching and learning for pupils with learning difficulties and those for whom English is not their first language are good due to an effective balance of planned and well-targeted in-class support by teaching assistants and reinforcement of basic skills identified in pupils' individual education plans. Assessment procedures and systems for referral are effective in identifying pupils with learning difficulties early and monitoring their progress. Support for these pupils is good in classes because most have access to work suited to their ability and have appropriate access to teaching assistant support. Pupils are guided well through involvement in setting and reviewing targets and a good standard of care prevails.
17. The school collects considerable information on pupils' attainment and progress. The results of Year 6 statutory tests together with end-of-year tests throughout the school are collated and analysed. The outcome is a useful estimate of attainment for each pupil at the end of Year 6. The school then monitors closely any under or over-achievement from one year to the next. The use of the information by subject co-ordinators to identify areas for development within their subjects and by individual teachers to help plan future work is not as effective as it should be. Where progress and achievement are only satisfactory this is a result of insufficient attention to the different abilities of pupils within the class. As a consequence tasks are not being designed specifically to target individual groups such as those of higher ability, with the aim of raising standards further. The school involves parents well by agreeing individual targets for their children at the termly parents' meeting.
18. Behaviour is managed well; as a result pupils sustain good levels of concentration which contribute positively to the good achievement. The support given to pupils with learning difficulties and those for whom English is not their first language is very effective and enables them to be fully included in all lessons.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	14	5	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The curriculum

The school provides a **good** curriculum, which is enriched by a **very good** provision for extra-curricular opportunities in the arts, sports and learning beyond the school day. The quality of the accommodation is **unsatisfactory**.

Main strengths and weaknesses

- The school provides a rich curriculum that goes beyond the requirements of the National Curriculum.
- The school provides a stimulating and attractive learning environment despite the overcrowded accommodation.
- Many pupils take part in extra-curricular activities and this is a strength that helps to promote pupils' personal development.
- The size and layout of the accommodation of teaching spaces restrict some activities and styles of teaching.

Commentary

19. All subjects of the National Curriculum are taught and the school adds to this by providing a modern foreign language. All statutory requirements are met. The National Strategies for Literacy and Numeracy are in place. Religious education is taught in accordance with the requirements of the locally agreed syllabus. Pupils' personal development is well provided for through a good personal, social and health education. Visitors and visits beyond the school as well as good promotion of citizenship through activities such as circle time increase pupils' self-confidence and access to a rich curriculum.
20. The provision of relevant curricular opportunities enables pupils to learn about a range of life issues such as sex education and the dangers of drugs and alcohol as well as promoting an awareness of relationships and the needs of others. Overall, the curriculum is well planned and all pupils have equal access.
21. The very good range of extra-curricular opportunities, covering art, music and sport, reflects the school's aim of providing a rich, exciting curriculum that motivates pupils to learn. Music is especially well provided for and the school operates a strong provision in this subject, within and beyond the school day. This was seen through the school orchestra, choir, opportunities to learn a musical instrument and curricular provision. The school choir has worked with Sheffield University Music Department and this has further enriched the provision for music. The school participates in a range of competitive sports events, gaining national success in lacrosse.
22. Through its links to other schools and community groups, the school broadens pupils' experiences. For example, visits are made to the local secondary school, which now has specialist science status, to engage in laboratory work; pupils participate in an opera with Sheffield University; pupils learn French through links to a local specialist language college; and residential visits are made to an outdoor education centre.
23. ICT has made good progress since the last inspection so that pupils' access to a designated computer suite has increased. As a result they are able to make good progress with their computer skills.
24. Pupils have many opportunities to take on responsibilities such as telephone answering duties, the provision of milk to pupils, dispersing and collecting attendance registers and become a member of the school council. Pupils value these opportunities and comment favourably on how this helps them to develop as members of the community.

25. Pupils learning English as an additional language are well provided for through withdrawal sessions and help with the language in lessons.
26. Resources are managed well by staff and are satisfactory overall. Teachers make cross-curricular links in planning so that teaching and learning in a range of subjects are enhanced. The timetable is satisfactory and provides for a broad, balanced curriculum experience. The school works hard to overcome the difficulties posed by the accommodation to ensure that the learning environment, with its space limitations, is stimulating and challenges pupils' thinking as well as celebrating their successes. Pupils are able to take part in a range of homework opportunities that involve personal research and these support and enhance learning. This also fosters very good links with parents.
27. The number of teachers is appropriate as is the number of support staff. This represents an improvement since the last inspection when there were insufficient teaching assistants.

Care, guidance and support

Procedures to ensure pupils' welfare and safety are **very good**. The support, advice and guidance provided for pupils are **satisfactory**. There are **good** arrangements for seeking pupils' views.

Main strengths and weaknesses

- Pupils have trust in all members of staff.
- There is a high level of care, particularly in regard to first aid and health and safety.
- In some classes pupils receive insufficient guidance on targets for improvement.
- Pupils are encouraged to play a role in the running of the school.

Commentary

28. Lydgate Junior is a school in which there are very effective arrangements for the care and welfare of pupils. A recurring theme in conversations with pupils was the respect they had for their teachers because they in turn were treated with respect. This leads to confident pupils, who feel comfortable confiding in their teachers. They also speak highly of the co-operation and mutual support which exists between children. A prime example is the Year 6 Junior Friends who were established to provide support for newly arrived Year 3 children. Through this alliance not only are friendships formed, but the children in Year 3 were also integrated into the life of the school in a very supportive way.
29. The high level of care is most evident in the school's approach to first aid, which is very good. There are five fully qualified first aiders who have a discrete room in which to deal with accidents. They are well supported by a dedicated group of midday supervisors who ensure that children are well supervised at lunchtimes. Arrangements for health and safety are also very good. The school has received strong support from the local authority, particularly in regard to annual audits of the premises. The school is also well served by the site supervisor who works hard to ensure that the building and grounds are maintained to a high standard. The use of assessment is variable within the school. Where marking of work is unsatisfactory and there is limited assessment taking place, then this inevitably has an impact on the ability of individual teachers to provide informed guidance to pupils. Conversely, where assessment is good, then teachers are able to gain an overall picture of pupils' progress and to respond appropriately in planning future work.
30. Lydgate Junior School is keen to involve pupils in its day-to-day management and is successful in this. Since the last inspection a school council has been established through which pupils' views are sought. Interviews with councillors confirm that they feel valued and that the school takes their suggestions very seriously. The council has been influential on a

number of issues including the implementation of an afternoon break, the installation of clocks in the cloakroom and placement of litter bins on the bottom playground. It is currently discussing the replacement of water fountains and new markings for the playground. The Junior Friends and lunchtime games supervisors also play a vital role in supporting and caring for younger pupils.

Partnership with parents, other schools and the community

The school has established **very good** links with parents. It has established **very good** links with the community and other schools and colleges.

Main strengths and weaknesses

- The school embraces parental support very well.
- The information provided to parents about the school, particularly on standards and progress, is very good.
- The links with the infant and secondary schools are very good
- The active involvement with the local community is very good.

Commentary

31. The vast majority of parents are very supportive of their children's education and the school builds on this goodwill by encouraging their involvement in its work. A number of parents help out during the week hearing readers, helping with cooking, art, swimming and children with special educational needs. Support for outside visits is very good, as it is for the regular social and fundraising events organised by the Friends of Lydgate. Monies raised have been invested in new books for the library, new computers, a digital camera and games for the lunchtime club. As well as raising money these events provide staff with an opportunity to talk to parents in an informal setting. To these contacts are added regular newsletters, curriculum worksheets and informative annual reports on pupils' progress. These give a clear indication of the progress each child is making together with an indication of personal development and targets for improvement. There are three parents evenings a year which are well attended and feedback from parents indicates that they find them very informative.
32. The links which Lydgate Junior has established with both its feeder infant school and the two receiving secondary schools are very good. A strong transition programme has been developed for Year 2 children to ensure that their move to the Junior School is successful. Links with Lydgate Infant School are built around the highly successful annual barbecue which has developed into a significant event. Established to foster dialogue during the period when pressure was created by the increase in class numbers, it is a vital element in ongoing contact between the two schools. To this are added regular headteacher and Year 2/3 meetings to discuss transfer arrangements and curriculum continuity. There are very good links with Tipton Comprehensive School through science and English with the latter department coming in to work with children at Lydgate. The study of foreign languages is also enhanced through links with King Edward VII School whose staff introduce children in Year 4 to five foreign languages.
33. The school is keen to engage with its local community and does this very well through a variety of means. The school choir participates in a number of high profile music events including the Broomhill Festival, the switching on of the Christmas lights at the Children's Hospital and the opera *Hansel & Gretel*. They also perform at the local home for the elderly and Tipton Masonic Hall. There are reciprocal links with local churches whose vicars come in to school to lead assemblies. A local artist group has delivered lessons on the theme 'Wild in Art' and the study of history has been enhanced through links with the local residents to talk about the

Second World War. All this work helps to widen pupils' horizons and maintains the good provision that was found at the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Leadership, including that of the headteacher, is good, and management is also good. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has established good relationships and is well respected by staff, parents and governors alike.
- The governors have a good grasp of the school's strengths and weaknesses and are aware of the need to raise standards in writing and further develop the match of pupils' work to their ability.
- The school's self-evaluation is effective in enabling it to identify appropriate priorities for improvement.

Commentary

34. The headteacher has established good working relationships with governors, who have a good grasp of the strengths of the school through her informative reports and their first hand visits. They are aware of the need to improve standards in writing, ensure work is well matched to the abilities of pupils and improve the monitoring of teaching and learning by co-ordinators. The headteacher has encouraged them to develop their professional skills through attendance on a variety of relevant courses. Professional development has enabled them to take a more active role in areas such as performance management, ensuring targets are in place to raise standards in writing, and aiding the school with workforce reform. Governors have made some good appointments recently. They have worked hard to overcome the difficulties associated with an increasing roll and secured approval for additional accommodation and they fully comply with statutory requirements.
35. The special educational needs co-ordinator has made good progress since the previous inspection and targets set for pupils are more refined and parents and pupils contribute more to reviews. She has provided support for staff in implementing the new Code of Practice and developing individual education plans and monitors and oversees the work of the classroom assistants well.
36. The headteacher has worked to establish a good climate for learning by providing an enriched curriculum especially in the arts, with an appropriate emphasis on developing basic skills. The school's self-evaluation accurately matches the judgements in many areas of the inspection and the school development plan identifies and targets priorities effectively. Several initiatives have been implemented to raise standards although most are relatively new and their impact has not yet been monitored and evaluated. The headteacher has focused on developing a comprehensive system of assessment and recording to enable her to analyse individual pupils' progress in English and mathematics, particularly those with special educational needs and by gender. This has enabled underachievement of particular pupils to be identified but is insufficiently refined to enable the progress of groups of lower, middle and higher attaining groups within classes and across year groups to be tracked and thereby ensure the action taken to improve standards is effective.
37. The co-ordinators are enthusiastic and have responded well to the issues identified in the previous inspection and are aware of the need to analyse data more thoroughly and monitor teaching and learning more closely through greater use of classroom observation to support colleagues in taking effective action to raise standards further.
38. Performance management of teaching staff is well established, as reflected in the school's development plan, and professional development is closely linked both to the needs of individual teachers and to the needs of the school. There are good arrangements to make sure

teachers new to the school settle in quickly and receive the support they need through assigning experienced mentors.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,014,437	Balance from previous year	50,587
Total expenditure	1,027,541	Balance carried forward to the next year	37,483
Expenditure per pupil	2,243		

39. The school's finances are dealt with efficiently. The school has responded effectively to the points raised in the latest financial audit and due attention is paid to best value principles. Given the effectiveness of the school, and the average unit cost, the school gives good value for money.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good** overall. In speaking and listening and reading it is **good**. In writing it is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are well above average because the school places considerable emphasis on developing pupils' comprehension skills.
- Good teaching means that pupils, including those learning to speak English as an additional language, achieve well in speaking and listening.
- Standards in writing are rising, but pupils do not yet achieve as well as they should.
- Recent improvements in writing result from good leadership that has identified where weaknesses lie, but the checks on teaching and pupils' achievements are not yet thorough enough.

Commentary

40. Standards in English overall are above average and teaching is good. This is a similar picture to that found when the school was last inspected. Pupils' achievements are good overall although only satisfactory in writing in view of their overall good attainments on entry to the school. There has been a decline in pupils' performance in national tests in recent years, and standards in 2004 were below those of similar schools. This was partly due to a cohort with an unusually high proportion of boys with special educational needs. In writing too few of the most able pupils reached the higher levels of which they were capable.
41. The teaching of reading is good. Standards are well above average and pupils achieve well. The school has implemented the National Literacy Strategy since its last inspection, and this has been most successful in improving pupils' comprehension skills in reading. This was a significant strength in the English lessons seen. Teachers select exciting texts that pupils are keen to read and discuss. In the good and very good lessons, like those seen in Year 6, the teachers' dramatic reading of such texts as *The Lady of Shalott* excites pupils' imagination and they concentrate hard. The way teachers use challenging questions stimulates lively and effective discussion where pupils think deeply when explaining their understanding of the text. Their explanations are perceptive and detailed, showing a mature awareness of the deeper meanings hidden within the poem.
42. They are helped in this by the good and sometimes very good skills they develop in speaking and listening where teaching and pupils' achievements are good. Teachers ensure that pupils listen carefully when others are speaking so that discussions are well organised and productive. Most pupils become confident and articulate speakers, and develop a good vocabulary that they use effectively. Teachers boost this particularly well through displays of new and more complex words in classrooms and the big emphasis they place on pupils using expressive words in their writing and explanations. Teachers listen with great interest and praise pupils when they speak. This gives pupils confidence and pride, particularly the less able, so their progress is good. These features, and the effective way teachers model speaking, contribute considerably to the school's good arrangements for those pupils new to learning the English language.
43. Standards in writing are average. Evidence from the school's new and much improved system for tracking pupils' achievements shows that there has been some patchy and uneven

progress from year to year that has resulted in the underachievement reflected in pupils' performance in the 2004 national tests. Evidence gained from the inspection shows that the quality of teaching and standards are improving. However, whilst most pupils reach the expected levels in writing by the time they leave the school, too few securely reach the higher levels of which they are clearly capable.

44. Teaching is good. Recent developments in the way teachers mark pupils' work and provide comments are helping pupils see where improvements are needed. In all the lessons seen pupils show a growing awareness of the need to add richness to their writing by the use of expressive adjectives and more interesting sentences. Some teachers provide timely reminders so that pupils correct the unnecessary errors in punctuation and grammar that sometimes mar their work. Teachers are particularly effective at helping pupils to structure and organise their writing through the use of writing frames and other planning activities so this aspect of writing now develops well. Regular checks on pupils' writing give useful information about pupils' achievements that are beginning to be used in setting class and group targets. This is not yet as effective as it might be in sharply identifying what individuals and groups of pupils need to do to improve their writing. Pupils do not always know what their targets are. More could be done to ensure that when targets are identified, pupils work on them whenever writing tasks are set. Whilst most teachers adapt tasks for the different ability groups in their class, these are still sometimes too hard or too easy for pupils. The use of information about what pupils can already do is not yet sharp enough in setting the right tasks to help pupils move on in their writing skills. Teachers often do too little to challenge the most able pupils who mark time in their learning. Pupils with special educational needs receive good support that helps them make good progress.
45. The quality of handwriting is satisfactory overall but pupils in Years 3 and 4 make a slow start in this aspect because the school's approach to handwriting is unclear. Although a joined style of writing is taught, teachers do not always do enough to model it in their own writing and to insist that pupils use it consistently too.
46. The leadership of English is good overall but the management is satisfactory. There has been a determined approach to improving English standards with success evident in such aspects as reading and the structure of writing. An overhaul of the systems for checking and recording pupils' attainments has been significant in giving accurate information and highlighting what needs to be done. The school has linked with local schools in improving the quality of teaching. It has the right priorities and action in the school development plan based on a thorough evaluation of pupils' performance. The two enthusiastic co-ordinators are new to their roles, but have identified a suitable action plan for improvement. Their overview of standards, pupils' achievements and the quality of teaching is not yet clear enough. Limitations in their role and the opportunities they have to oversee the subject mean they are currently hampered in bringing about improvements.

Language and literacy across the curriculum

47. There are satisfactory opportunities that enable pupils to develop their literacy skills in work in other subjects. These are used most effectively in subjects like history and religious education where opportunities are clearly specified in planning guidance. Reading and writing skills develop well when teachers set interesting research projects for homework, like the research on Tudor times in Year 6. Pupils rise well to the challenge, and present high quality folders of work. Carefully planned experiences, like writing play scripts, reports, letters and prayers based on their knowledge of the bible and other religions, considerably strengthen the skills pupils learn in literacy lessons. These add much to pupils' enjoyment and sense of purpose in writing. The lack of a clear enough plan for other subjects sometimes means that such opportunities are missed, particularly when worksheets limit the challenge pupils have to extend their writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have remained well above national averages at the end of Year 6.
- The majority of teaching is good, emanating from teachers' firm subject knowledge and effective use of questions.
- Leadership and management of the subject are good.
- Match of work to pupils' abilities is under-developed and prevents some pupils making greater progress in lessons.

Commentary

48. Pupils performed well above average in national assessments at the end of Year 6 in 2004. Lessons observed and pupils' work sampled during inspection indicate attainment is well above national expectations. Achievement is good overall but work is not always well matched to the abilities of pupils in some classes.
49. Teaching and pupils' learning in lesson seen were good overall with teachers planning effectively from the National Numeracy Strategy. Lessons start with a brisk mental arithmetic session that pupils enjoy. This was particularly successful in a Year 6 lesson where pupils were encouraged to develop their knowledge of mathematical vocabulary and calculation skills in a brisk question and answer session. In a similarly effective mental session in a Year 3 class, the teacher used her good knowledge to support pupils in developing mental strategies to add two-digit numbers. In a less successful Year 4 lesson, pupils had fewer opportunities to develop their appreciation of multiplying numbers by ten and consequently made limited progress.
50. Effective intervention and questioning deepen pupils' knowledge and understanding during the main part of the lesson. This was particularly successful in a Year 3 lesson where, following a good explanation of the use of mental methods to calculate amounts of money, pupils were challenged and supported to make different amounts using a variety of coins. The teacher's careful thought to matching the tasks to the ability of pupils and good support ensured pupils were actively engaged throughout the tasks and made good progress in exploring solutions to the problem set. In less effective lessons observed work was not well matched to pupils' abilities and the organisation of groups led to inefficient teaching methods with pupils unable to work co-operatively on tasks or to access the teacher easily when experiencing difficulties. Consequently progress was limited in these lessons.
51. Effective review sessions seen revisited the learning objectives to check understanding and then provided further opportunities to extend learning. In less effective lessons pupils' understanding was checked but not always built on; consequently misconceptions were not dealt with effectively and pupils made less progress. Marking in books is positive but does not provide sufficient feedback to enable pupils to improve and the absence of pupils' targets further limits pupils' understanding of the progress they are making and what they need to do to improve.
52. The co-ordinator has made good progress in addressing the issues raised in the previous inspection, for instance in the support she has given to staff in developing pupils' investigational and problem-solving skills and in her analyses of pupil assessment information which is used well to adapt planning to the needs of pupils and in identifying those requiring support through intervention strategies. She is aware of the need to track groups of pupils' progress more closely and is working with the headteacher to introduce a common approach to refine the targets set to take account of the abilities of pupils. She has begun to develop monitoring by observing and supporting newly qualified teachers in school and giving useful

feedback to them and other staff. She now needs to extend the monitoring of teaching and learning to all staff to ensure all pupils are achieving as much as they are able to in lessons. Due to the success she has had on maintaining high standards, her leadership and management are good.

Mathematics across the curriculum

53. Although the National Numeracy Strategy has been implemented well in mathematics lessons, it has not systematically been planned in other subjects. Mathematical skills were used in science and ICT in a Year 6 lesson where pupils used a database developed on 'My Body' and were able to use it to find the mode and median of data collected.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have remained well above national averages by the end of Year 6.
- Overall, teaching and learning are good and pupils achieve well.
- Leadership of the subject is good.
- There is insufficient use of ICT skills in science.
- Pupils have very good attitudes and behaviour because teachers expect highly of them, include all pupils and foster very good relationships.
- Marking of pupils' work does not often enough provide clear actions for pupils to improve their work.

Commentary

54. Standards of attainment are well above national expectations. There is no significant difference between the attainment of boys and girls. As they move through the school, pupils, including those with special educational needs and those learning English as an additional language, make good progress.
55. Pupils show very positive attitudes, are keen to learn and behave very well. They are enthused by challenges presented to them such as in a Year 3 lesson when the teacher set up a 'spillage' of liquid and pupils had to identify the problem, plan how to 'mop up' using an appropriate paper and carry out a fair test. The teacher made high demands of them and promoted their opportunities to work 'like scientists'.
56. Pupils are given very clear structures to support their planning of fair tests but at times this takes too long and their interest is reduced. When teachers maintained a high pace to the lesson, pupils were active and energetic in their learning. Pupils are almost wholly attentive in lessons and, overall, make good progress. The range of their experiences is good and this includes investigations into forces, electrical circuits, floating and sinking, materials, the Earth and beyond, light, sound and living things. Maximising pupils' opportunities to investigate is a key focus for the science curriculum. Pupils work well in groups and on their own because teachers expect highly of them. Teachers have very good relationships with pupils and this is an important factor in the achievement of pupils.
57. Overall teaching is good. Teachers plan and prepare lessons well so that they display good subject knowledge using relevant, challenging questions to promote pupils' thinking and to extend their scientific ideas. Pupils' written explanations are less detailed than their oral responses and teachers should enable pupils to write in more detail when recording their thoughts about cause and effect. Teachers used pupils' spoken ideas well to assess their understanding. For example, in a Year 5 lesson about evaporation, pupils were able to display

a good understanding of the different properties of materials and link them to changes of state in water at different temperatures. The teacher's own subject knowledge was used well to extend pupils' thinking and enable them to provide very good spoken responses, backed up by examples. However, marking of work does not often enough give pupils the same quality of information about their next steps in learning. The very good emphasis on pupils' development of investigative skills was not fully seen in examples of pupils' work. Pupils often have the same or very similar styles of recording their work so that pupils of differing abilities are not always able to show clear enough evidence of their thinking or understanding.

58. The school has ensured that the science curriculum is balanced and meets national guidelines, although the amount of time allocated to science in Year 6 is above average and this reduces time for other subjects. Pupils' health education is promoted well by improvements to the science curriculum this year. Pupils were able to use their computer skills to construct a useful database about changes to their body brought about by exercise. However, pupils do not have enough opportunities to use computer skills in science.
59. The subject is well led by the subject leader, who has a very good personal knowledge of science teaching and ensures that pupils' enquiry skills and opportunities to use them are an ongoing focus for development. However, there has not been enough time for the subject leader to monitor teaching in other classes. Assessment information is detailed but does not often enough identify clear targets for individual teachers and pupils to improve.
60. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development because they are able to experience the wonder and joy of discovery through working with others to solve problems that are relevant to their lives.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The school makes **good** provision for ICT.

Main strengths and weaknesses

- Pupils' standards at the end of Year 6 are above the expected levels for their ages.
- The quality of teaching has improved since the last inspection and is now good.
- The range and quality of the curriculum are good.
- The co-ordinators give very good support to colleagues and make a very effective contribution to the development of the subject throughout the school.

Commentary

61. Standards at the end of Year 6 are above average and progress is consistent and good. The school makes good provision for pupils with special educational needs and they make good progress. Gifted and talented pupils have good opportunities to share their skills with their classmates and they make good progress. All aspects of the subject are covered and learning moves on at a good pace. Standards have improved on those reported at the time of the previous inspection.
62. The achievement of pupils is good, because pupils are learning skills in a step-by-step progression and have good opportunities to apply and develop these skills in learning opportunities across the curriculum. Pupils with special educational needs achieve well because of the varied strategies used by teachers to provide appropriate support for learning new skills. The standards pupils achieve in the development of skills in the computer suite are good and above levels expected for their age. This due to the very well structured programme for skills development which is taught systematically through the school.

63. The quality of teaching and learning throughout the school is good. Teachers have good levels of subject knowledge, lesson planning is very thorough, and teachers identify exactly what pupils will learn in each lesson. This learning intention is explained at the start of lessons and re-visited when lessons are concluded. This provides pupils with good knowledge of the extent of their own learning.
64. The subject contributes very well to pupils' personal development. Social skills are positively influenced by the teachers' high expectations of co-operative work by pupils. Strategies, such as pairing of pupils of different ability levels, enable all pupils to be fully included and involved in learning activities. Pupils work very well in such situations, showing respect for each other's views, ideas and abilities. Material that pupils work with in subjects such as art and design, geography, and history, extends pupils' cultural knowledge and understanding very effectively.
65. The subject leaders have a clear understanding of how to improve provision and standards. Since the last inspection there have been very good improvements throughout the school following the establishment of a computer suite. The development of these resources has had a substantial impact upon raising standards. However, the school recognises the need to continue to improve the quality and range of its resources. All pupils now use this facility at least once a week and as a direct consequence they now make good progress. All members of staff have received appropriate training. Teachers show confidence and a good level of competence in using the technology. Teachers plan their lessons effectively and the pupils respond well, treating the equipment with care and pride. The standard of behaviour is very good and pupils are keen to take part, taking pride in the quality of their work. Pupils work well together when required, contribute advice and support each other.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum is good. Teachers plan for opportunities to develop skills in subjects such as mathematics and science. Word processing is used regularly and pupils take full advantage of the computer when researching for their work in subjects such as geography and history. Pupils use their skills in ICT to record and display data collected in surveys in a range of formats.

HUMANITIES

Geography and History

67. No lessons were seen in **history** and **geography** during the inspection so it is not possible to make overall judgements. The planning for both subjects provides clear guidance so that pupils build their skills systematically. There is evidence of good achievement and above average standards in pupils' work on display and in their work books. The school continues to provide a very good range of well-planned practical activities, visits to places of interest linked to topics, and visitors to the school that all add to the richness and relevance of pupils' experiences and the good standard of work on display. This is particularly evident in pupils' good knowledge and appreciation of Sheffield. Fieldwork in the city centre, at Crosspool and near the River Porter gives good insights into local features in geography so that when they study other locations like Scarborough comparisons between the different locations are made easy.
68. In history teachers make good use of high quality resources, like a 'Wartime Museum' in Year 3 where old artefacts help pupils appreciate what life was like in World War 2. These, and the imaginative activities that follow, mean they think hard about their topics. They interpret information well, as seen in their sensitively written letters expressing the feelings of evacuees. These pupils responded very well to an interesting research project set for homework, producing their own illustrated family tree stretching back to wartime. Such homework tasks and carefully planned written tasks sometimes significantly boost pupils' understanding of history in other classes. In Year 6, for instance, pupils take considerable pride in presenting

very detailed and well-presented folders about aspects of life in Tudor times, using their ICT skills to good effect.

69. The leadership of both subjects is good. The co-ordinators are enthusiastic, and good at promoting their subjects and acting as advisors for others. Their role in overseeing their subject is still fairly limited, particularly in identifying and sharing the strengths in teaching and eliminating the weaknesses through lesson observations. This means that relatively weaker aspects, like the use of worksheets that are not challenging enough or adapted for the different abilities in some classes, persist longer than they should.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Standards are above the expected levels and pupils' achievements are good due to good teaching in the subject.
- Religious education lessons have a substantial impact on pupils' very good spiritual, moral, social and cultural development.
- Effective leadership and management by the co-ordinator for religious education mean that planning ensures a rich and well-resourced curriculum that pupils find interesting.

Commentary

70. Standards in religious education are above the expected levels and pupils' achievements are good, as they were when the school was last inspected. Teaching is good, and many of the best features found then are still evident. In lessons pupils develop a deep understanding of topics because of the very good balance between learning the facts and the challenge for them to reflect and interpret the relevance these might have for the way they lead their own lives. Teachers make sure that pupils understand the important facts, sometimes using practical activities and games effectively, like mixing and matching statements to key words. Some teachers are good at providing follow-up tasks that are well matched to the different abilities in the class. This was at its best in Year 6 where pupils imagined they were taking part in an Islamic pilgrimage. Most pupils expressed their feelings sensitively in the postcards they wrote. There was an extra challenge for the more able pupils as they interpreted their feelings through prayer writing. However, teachers do not always pay enough attention to adapting written tasks, particularly when the heavy use of unchallenging worksheets still limits pupils' response to topics.
71. Lesson introductions are particularly effective because of the way teachers manage discussions. Because teachers are clear about what pupils are to learn, they pose their questions carefully. Recent developments by the subject co-ordinator have resulted in a strong and successful emphasis on learning from religions. This means that pupils think hard about the symbols, practices and beliefs of different religions and what they can learn for the way they lead their own lives. Teachers take a keen interest in what pupils have to say and very good relationships develop. This gives pupils the confidence to express their thoughts and feelings, and also to ask their own questions and make suggestions. This is evident in their detailed and mature explanations when they explore topics like jealousy, fairness and the way people sometimes judge others by their appearance. Their experiences in these lessons make a significant contribution to their very good spiritual, moral, social and cultural development.
72. The enthusiastic subject co-ordinator provides good leadership and management for the subject. She has brought about considerable improvement in the planning and resources for the subject. Pupils clearly enjoy the more varied range of experiences and written tasks that have resulted. Her influence in the Year 6 planning team has resulted in some good and very

good teaching and high interest levels among the pupils. Her success in seeking out funds and resources from outside the school has improved resources significantly. Good quality bibles donated by local churches, visits to such places as Eyam and the new ICT resources provided through her involvement in a research project all make learning relevant and enjoyable. A new system for checking on pupils' achievements is being developed which has good potential in giving a clearer view of standards and pupils' achievements, but it is still in its infancy. At present, the co-ordinator has too few opportunities to observe others teaching and deal with any weaknesses. Her expertise and the best teaching practices of others are not identified and shared as well as they should be.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

73. Insufficient evidence was seen to judge provision in this area. Work was examined and the co-ordinators were interviewed.
74. From the evidence seen standards are above the national average. Pupils have many opportunities to explore and share ideas through manipulation of materials and processes to make images and artefacts such as batiks of underwater scenes in Year 3 incorporating reflective materials to good effect and observational drawings and models of Tudor houses in Year 6 with close attention to detail.
75. The co-ordinators have made good improvement to the subject since the previous inspection. Sketchbooks have been introduced and are used throughout the school to develop ideas and enable pupils to explore different media. Artefacts have been introduced to develop skills in other areas such as in music where musical instruments have been drawn to good effect using pastels. The curriculum has been enriched through the use of themed visitors such as a 'Viking' who helped pupils make clay pots and jewellery and an African art group who visited Year 5 pupils to demonstrate a variety of traditional techniques and styles. Useful links with the community have been forged involving pupils in designing logos for a local charity and the school has entered several competitions and organised an exhibition of pupils' work to further raise the profile of the subject. The co-ordinators have also provided support for colleagues in updating the scheme of work and auditing resources to ensure skills are taught progressively. They have analysed pupils' work and are aware of the need to monitor standards of pupils' work in lessons and to update the policy, and have attended meetings to begin to address these issues. Consequently leadership and management of the subject are good.

Design and technology

76. No lessons were observed. Evidence was drawn from discussion with the headteacher and sampling pupils' work. Pupils experience a sensible and relevant range of investigations. This enables them to use skills taught in other subjects such as English, mathematics, science and ICT. In Years 3 to 6 they consider, design, make and evaluate objects such as 'Christmas Bauble Boxes', jointed 'Moving Monsters', bridges, stable structures, photograph frames and masks for use in drama and history. The quality of their work is satisfactory overall and they make progress appropriate to their age. Teachers' marking of solutions is varied and in the best examples, pupils receive useful ideas for improvement. This does not extend to all marking and so some pupils receive less guidance. The school's design and technology curriculum enriches pupils' overall curriculum experience because of its design. The subject has temporary leadership at this time but remains satisfactory.

Physical education

77. No lessons were observed and so the evidence is based on discussion with teachers and the school's own evaluation. The subject is well led. There are good links with the local secondary school and other schools. These promote opportunities for pupils to take part in a range of

competitive events. The subject has seen satisfactory improvement so that a new games scheme is in place and this is helping to ensure that all pupils have appropriate opportunities to develop their skills. Relevant training has been provided to staff and teachers' planning is evaluated. Further development of the subject is seen within a draft action plan. However, there are limited opportunities for the subject leader to monitor teaching and learning.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards in music are above national averages by the end of Year 6.
- Specialist teachers contribute effectively to teaching and enrich the curriculum well.

Commentary

78. Two music lessons were seen in each of a Year 3 and a Year 5 class and a discussion was also held with the co-ordinator. Orchestra and woodwind practices were also seen. The Year 3 lesson was judged very good as the teacher's very good subject knowledge and use of specialist vocabulary enabled pupils to respond to the challenge of exploring ways in which percussion instruments can be used in combination and expressively to represent the elements of a storm. Her effective explanation of the use of symbols ensured pupils were able to record their compositions and focus on the impact of such features as crescendo in their performance.
79. In a good Year 5 lesson the teacher's effective use of resources and careful questioning and support ensured pupils made good progress and learnt to sing a calypso melody in two-part harmony. In both lessons the behaviour and attitudes of the children were good as the activity engaged and interested them well.
80. The curriculum is enriched through instrument tuition and the opportunity for pupils to join the well-subscribed orchestra, wind band and choir. The standards of instrumentation seen in these musical groups was above national standards as pupils can read music and play their instruments skilfully and sing in tune and with expression in assemblies. They are also afforded many opportunities to perform to a variety of audiences that enhance their confidence and self-esteem.
81. The co-ordinator has been proactive in reviewing the scheme of work and supporting staff by giving them feedback to enable them to adjust their planning. She has also monitored progress in lessons and has noted the need to develop the technical vocabulary of non-specialist teachers and the use of instruments in lessons. She is also aware of the need to link music to other subjects, particularly ICT, and to use assessment to develop pupils' skills in lessons progressively. She has extended pupils' opportunities to learn musical instruments and take part in performances, and leadership and management of the subject are good overall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Religious education lessons and assemblies make a significant contribution to the provision for pupils' personal, social and health education. Teachers and all staff are very good role models for pupils and the close and caring relationships, which exist between staff and pupils, aid discussion. The development of the provision for personal, social and health education is having a significant impact on pupils' behaviour and their attitudes to school in general and towards one another in particular. Pupils behave in a mature and responsible way in school and this helps to create the very good ethos for learning seen in most lessons. Pupils' views are regularly sought and pupils of all ages are elected to serve on the school council and this effectively promotes their sense of responsibility.
83. Throughout the school this area of learning is managed well and planned carefully in the curriculum and makes a strong contribution to pupils' behaviour and the school's ethos. Teachers value what pupils think and feel, helping pupils to develop their self-esteem. The

teachers listen carefully to pupils' ideas and show that they appreciate them, and the pupils like the opportunities for talking about their opinions.

84. The teachers' use of discussion time provides good opportunities to share feelings and discuss different topics. The sessions seen helped pupils to build up their confidence, have respect for themselves and each other, understand personal responsibility and know why exercise is important for a healthy lifestyle. In a very good lesson in Year 6, the teacher led a discussion on friendship and pupils made very thoughtful and perceptive responses, justifying their answers with reasons. Pupils demonstrated above average achievement in their understanding and in their speaking and listening skills.
85. The school takes very seriously its responsibilities in preparing the pupils to develop an understanding of society and the part they can play in it. As part of this work there is a regular programme of visits from representatives of the local community, who support the school in covering a wide range of topics that include bullying, road safety, 'stranger danger' and wider community issues of litter, vandalism and drugs awareness.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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