

INSPECTION REPORT

NORTHFOLD PRIMARY SCHOOL

Thornton-Cleveleys

LEA area: Lancashire

Unique reference number: 119290

Headteacher: Alison Wilson

Lead inspector: Barbara Crane

Dates of inspection: 18th – 21st April 2005

Inspection number: 267411

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	193
School address:	Ringway Thornton-Cleveleys Lancashire
Postcode:	FY5 2NL
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Brian Eden
Date of previous inspection:	7 th June 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average primary school for boys and girls aged four to eleven years. There are currently 193 pupils at the school, organised in seven classes. All pupils speak English as their first language and all but a very few come from white British families. Pupils' attainment on entry to the school is well below average. The number of pupils entitled to free school meals is above average. The proportion of pupils with special educational needs is above average, including pupils with Statements of Special Educational Need. Pupils' particular needs cover a wide spectrum, including physical impairment, emotional and behavioural difficulties and learning difficulties.

Mobility is high amongst the school's population; for example, almost half of the current Year 6 did not start at the school, with the majority joining after Year 4. Mobility is mainly explained by the seasonal nature of employment.

The school gained the Basic Skills Quality Mark in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English Religious education Geography History Areas of learning in the Foundation Stage
14141	Ernie Marshall	Lay inspector	
32827	Jacqueline Marshall	Team inspector	Mathematics Art and design Design and technology
30745	Pat Thorpe	Team inspector	Science Information and communication technology Physical education Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, with some very good features. Teaching and learning are good and so is pupils' achievement. Standards are above average. Pupils' personal development is very good and their views are taken into account in shaping the school's direction. The school is well led and managed and gives good value for money.

The school's main strengths and weaknesses are:

- The school's management effectively includes all pupils, and is successfully raising achievement, supporting pupils' personal development and enriching the curriculum.
- Pupils achieve extremely well in writing and mathematics because of very good teaching in these areas.
- Reception children are very well supported in their personal development and this lays a firm foundation for pupils' very good attitudes, relationships and behaviour in later years.
- Pupils with special educational needs do very well because they get what they need to succeed.
- Parents and pupils are very satisfied with the education provided.
- Some of the pupils should be doing better in speaking and science.

STANDARDS ACHIEVED

There has been good improvement since the school's previous inspection in 1999. Standards, teaching and the curriculum have improved well. There is much better use of assessment to adapt teaching and improve pupils' learning. Standards in information and communication technology (ICT) are higher.

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

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

Pupils' achievement is good. The upward trend in results is good and pupils do well. Results for eleven year olds in 2004 were above average in English and well above average in mathematics. In mathematics, pupils' progress from when they were seven was in the top five per cent of similar schools and their progress was well above average in English. In science, results were average. Pupils with special educational needs, in all parts of the school, achieve very well. Reception children start from a much lower than average point, and achieve well in all areas, with particularly rapid progress in their personal, social and emotional development so that most are likely to reach the targets for their age in this area. Pupils' achievement in Year 2 is good, although standards are currently below average as this is a very low attaining year group. In Year 6, standards in writing and mathematics are well above average. Standards in reading are good. Pupils' speaking, however, is not as strong throughout the school and average and more able pupils are not doing as well as they should be. In science, standards are average in Year 6 but more able pupils should be doing better in Years 3 to 6. Pupils' investigative work in science is weaker

than their scientific knowledge throughout the school. Standards in religious education and ICT are average.

Pupils' personal development is very good, including their spiritual, social and moral development. Their cultural development is good. Pupils' enjoyment of school is reflected in very good attendance and their eagerness to take part in all aspects of school life. Pupils develop a very strong sense of self-discipline, consideration for others and willingness to take responsibility. Their behaviour, relationships and attitudes to learning are all very good and support pupils' good progress.

QUALITY OF EDUCATION

The school gives a good quality education to pupils. Teaching and learning are good and have some very good features. Interesting lessons engage pupils and warm encouragement means that they want to do well. A very solid foundation is laid in reception and there is particularly good teaching to promote children's interest in learning, their independence and good work habits. Very high expectations of behaviour, throughout the school, result in a calm environment for learning and the very good, trusting relationships mean that pupils readily seek help when they need it. The support provided by teaching assistants for pupils with special educational needs is very effective. Assessments are very well used to establish what pupils of all abilities need to work on next in writing and mathematics and, as a result, pupils make very good progress in these areas. Pupils' speaking is not as well promoted, and there are missed opportunities for pupils, throughout the school, to talk at greater length or to express their ideas. Teaching does not always challenge more able pupils in Years 3 to 6, or enable pupils of all abilities in all year groups to use their own ideas in investigations in science. There is a good quality, broad curriculum that enables pupils to use and extend their skills in literacy and numeracy well in other subjects. A very good range of activities is provided outside normal lessons to enrich the curriculum. Provision for personal, social and health education is very good. The school takes good care of pupils and they know who to turn to if they have problems. There is a very good partnership with parents and good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. High priority is given to including all pupils so that they can benefit from what the school offers. The headteacher provides a good direction for the school, with a clear vision based on raising standards and promoting pupils' achievement and personal development. Key staff give good support and there is a determination to seek ways in which provision can be improved through self-evaluation at all levels. This has meant, for example, that the initiatives to improve systems for checking pupils' progress and setting targets have been effectively carried through. The school knows what it needs to do to improve through its good checks on teaching and learning, as well as looking at data. Through these processes, the relative weaknesses in pupils' attainment in speaking and science have been identified and are priorities in the school's planning for improvement. The governance of the school is good. Governors have a good understanding of the school's strengths and weaknesses and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with what the school provides. Parents feel that the staff work hard to make learning fun and know the children well as individuals. They appreciate the lengths the school goes to in helping children to settle in when they start

school. Pupils feel fully involved in decisions about the school's future and are proud of their school.

IMPROVEMENTS NEEDED

Improve average and more able pupils' achievement in speaking.

Improve more able Year 3 to 6 pupils' achievement in science and the achievement of all pupils in investigative work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good, overall, but is extremely good in mathematics and writing. Standards are above average by the age of eleven in English and well above average in mathematics.

Main strengths and weaknesses

- Pupils do best in mathematics and in writing, where their achievement is very good.
- Children in reception make particularly rapid progress in their personal, social and emotional development.
- Pupils with special educational needs achieve very well throughout the school.
- More able and average pupils' progress in speaking should be better.
- More able pupils in Years 3 to 6 are not achieving as well as they might in science and pupils' achievement in investigative work is weaker than their factual knowledge, throughout the school.

Commentary

1. Pupils' achievement is good, throughout the school. There has been good improvement in standards since the previous inspection. The trend in results has been above the national trend for seven year olds and has kept pace with the national trend for eleven year olds. Over time, the strongest aspect of pupils' performance has been in mathematics and the weaker aspect has been science and this is still the case. Standards in writing have shown a marked improvement over recent years.
2. Results for seven year olds in 2004 were below the national average in reading and average in writing and mathematics. In comparison to schools with a similar number of pupils entitled to free school meals, results were average in reading, above average in writing and well above average in mathematics.

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

Standards in:	School results	National results
Reading	15.0 (14.6)	15.8 (15.7)
Writing	14.4 (14.6)	14.6 (14.6)
Mathematics	16.6 (15.1)	16.2 (16.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Results for eleven year olds in 2004 were above average in English and well above average in mathematics. In mathematics, pupils' progress from when they were seven was in the top five per cent of similar schools and their results were well above average in English. In science, results were average when compared to all schools and pupils' progress from their performance as seven year olds was as expected.

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

Standards in:	School results	National results
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English	28.3 (28.7)	26.9 (26.8)
Mathematics	29.4 (29.2)	27.0 (26.8)
Science	28.5 (29.0)	28.6 (28.6)

There were 38 pupils in the year group. Figures in brackets are for the previous year

4. Reception children start from a much lower than average point, and achieve well in all areas, with particularly rapid progress in their personal, social and emotional development so that most are likely to reach the targets for their age in this area. In other areas of learning, most children are unlikely to meet the goals set for their age, although some do achieve them.
5. Pupils with special educational needs, in all parts of the school, achieve very well. This is because pupils' needs are carefully assessed and the support for these pupils is very effective. Work is very well adapted for them so that they meet success and make very good progress.
6. While standards in Year 2 are currently below average in reading, writing, mathematics and science, this is a very low attaining year group and pupils' achievement is good in these areas except for science, where it is satisfactory. In Year 6, standards in English are above average, with standards in writing being well above average. Standards in mathematics are well above average. Pupils do very well in these aspects of their work. In both cases, these very good standards reflect the high proportion of pupils who are working beyond the level that is expected for their age. Standards in reading are good. Pupils' speaking, however, is not as strong throughout the school and is below average for eleven year olds and well below average for seven year olds. More able pupils and average ability pupils are not doing as well as they should because they sometimes lack opportunities to express their ideas and extend their use of language. In science, standards are average in Year 6 but more able pupils should be doing better in Years 3 to 6. Pupils' investigative work in science is weaker than their scientific knowledge, throughout the school. Standards in religious education and ICT are average and pupils' achievement is good in both subjects.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral and social development, is very good and their cultural development is good. Pupils behave very well and their attitudes to learning are very good. Attendance is very good.

Main strengths and weaknesses

- Almost all pupils are very keen to come to school to learn and get involved in all aspects of school life.
- Children make rapid progress in developing positive attitudes when they start school.
- Pupils are very well behaved, thoughtful and considerate of others because of the high expectations of them.
- Punctuality for a few children could be improved.

Commentary

7. There has been good improvement since the previous inspection because of the commitment by the school's leadership to offer a stimulating learning environment in addition to providing a consistent emphasis on helping pupils to develop as well-rounded individuals. Pupils clearly enjoy school and value the wide range of

opportunities it gives them. This results from the good quality of teaching in which teachers use their knowledge of pupils effectively to engage them and to provide pleasure and challenge in learning. In lessons, pupils of all abilities work very hard and are keen to improve; they show interest and respond to the teachers' questions promptly and politely.

8. Pupils are polite and considerate towards adults and children alike, taking a real pride in being able to help others. Behaviour in lessons and about the school is very good. Many older pupils assume responsibility for day-to-day tasks, such as answering the telephone, acting as playground buddies, carrying them out with pride and clear concern for quality. Pupils of all ages play well together because of the high expectations of all staff and the opportunities to enrich the playground that have been provided. There have been no exclusions in recent years.
9. Pupils' commitment to others and to the school as a community is strong. Relationships at all levels are very good. This reflects the school's warm, positive ethos. Pupils feel that the staff respond to them in a way that makes them feel secure and treated fairly at all times. New pupils of all ages are warmly welcomed into the school and quickly befriended by classmates. Pupils show a mature understanding of the importance of contributing to the school and the wider community. They regularly consider those less fortunate than themselves and consider ways to help other communities, supporting many local and national charities.
10. The school's provision for promoting pupils' spiritual development has improved since the previous inspection and is now very good. Assemblies provide plenty of opportunities for pupils to reflect quietly on personal issues and beliefs. Well-planned lessons dealing with personal and social issues, for instance peer pressure, help pupils to understand their own feelings and those of others. Pupils' understanding of their own and other cultures is good. They increase their knowledge of a range of cultures through the study of different faiths in religious education and through work in art and design and music. Recently they studied the varied cultures from different countries around the world including Kenya, Japan and France as part of a themed week that extended to several areas of the curriculum. Pupils in Year 1, for example balanced objects on their heads in a physical education lesson to gain a real understanding of the care many Kenyans must take each day when carrying fruit or water in this way.

Attendance

11. Attendance is very good and shows a very good trend in improvement over recent years. The school rewards good attendance and pupils are keen to gain recognition of their efforts to attend regularly. Both unauthorised and authorised absences are well below those in similar schools, reflecting the school's efforts to provide a rich learning environment where pupils are keen to come to school. Punctuality is satisfactory but there is some persistent lateness that the school is working to improve.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.2
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. There is a good curriculum that is enriched through a very good range of extra activities and visits. Teaching and learning are good and meet almost all pupils' different needs well. The school takes good care of pupils. There are very good links with parents and good links with other schools and the community.

Teaching and learning

Teaching, learning and assessment are good and there are some very good features.

Main strengths and weaknesses

- Teaching gains pupils' interest very well and there are very high expectations of behaviour.
- Teaching of reception children lays a very firm foundation for future work habits.
- Very good use is made of assessment in writing and mathematics to set challenging targets for pupils, and to adapt work for different groups.
- Most core skills are taught very well, but teaching does not develop pupils' speaking as well as it should.
- There is very effective teaching for pupils with special educational needs.
- There is sometimes a lack of challenge for more able pupils in science in Years 3 to 6.

Commentary

12. Teaching is good, throughout the school, and is supported by management's effective support for the staff's professional development. There has been good improvement in teaching since the previous inspection, particularly in writing, mathematics and ICT.
13. The very high expectations that adults have of pupils' behaviour are consistent throughout the school and are a significant factor in pupils' application in lessons. The calm atmosphere in classrooms enables pupils to concentrate and their good listening skills mean that they know what to do when they settle to independent work. Pupils persevere when they face difficulties but are happy to ask for help when needed because of their very good relationships with the staff.
14. Teaching in reception very effectively supports children's personal, social and emotional development because adults respond sensitively to children's individual needs. Their ability to do this is considerably enhanced through the school's efforts to build good links with parents and carers as children start school. The supportive atmosphere and very good relationships mean that children feel secure. Children quickly respond to the well-established routines of the school day and their independence and confidence are built very well through activities that engage them. They learn to settle quickly to work and to persevere. All of these factors mean that teaching provides a very good start for children in developing good work habits and enjoyment in learning.
15. Teachers use the National Strategies for Literacy and Numeracy well in both their planning and in action in the classroom. There are major strengths in teaching in Years 1 to 6 that support pupils' achievement in writing and mathematics. In both of these areas, a high level of consistency in methods as well as the use of assessment to pitch the work at just the right level for different groups of pupils underpins teaching. This fine tuning of work, combined with very effective target setting, means that pupils know what to do next to improve. Teachers reflect on what has worked and what needs to be re-visited, when they analyse pupils' learning in particular lessons, and future planning

is adapted in the light of their findings. In science, there is too often a lack of challenge for more able pupils in Years 3 to 6. Teaching does not sufficiently allow pupils to use their own ideas, or provide activities that extend these pupils' understanding beyond that of other ability groups.

16. There is a strong emphasis on teaching core skills, through the school, and a great deal of this teaching is very successful. An area of comparative weakness, however, is the teaching of speaking, which does not benefit from the same consistency in approach or thoughtful planning. Pupils sometimes lack the opportunities to talk about their ideas and use the vocabulary that they use when they write, as well as further extending their ideas. This lessens the extent to which pupils can learn from each other, on occasions. There is very little assessment of pupils' speaking and while lower attaining pupils are well catered for, adults do not support average and more able pupils' achievement as well. Teachers sometimes talk for too long, restricting pupils' opportunities to speak, either to adults or each other. Speaking is much better promoted in mathematics, because the emphasis on pupils explaining their strategies and using the vocabulary learned is stronger and supports their high achievement in the subject.
17. Pupils with special educational needs are taught very well and so make very good progress throughout the school. The staff go to great lengths to ensure that pupils are fully included in activities and support is very well planned to take account of pupils' particular needs. Good communication between teachers and teaching assistants means that everyone knows what is being aimed for in pupils' learning. This team approach is very successful and well managed so that pupils make rapid strides.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	16	5	0	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 for all its pupils. There is a very good range of additional activities outside normal lessons. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum for mathematics is particularly effective and promotes high standards.
- The support for pupils with special educational needs is very good.
- Pupils use their skills in writing very well across the curriculum but speaking is less well developed.
- The curriculum is greatly enriched by the very good range of additional experiences outside the classroom and the very good provision for personal, social and health education.
- Opportunities are sometimes missed to develop investigative learning in science.

Commentary

18. The curriculum meets the needs of all pupils well because of the good management. The children in the reception class benefit from a good range of learning opportunities. There is good planning to develop their knowledge and understanding across the areas of learning. Children take part in a range of planned and structured activities and experiences, which gives them a positive start to their education.
19. Good planning of the curriculum ensures pupils' consistent learning in all subjects. The curriculum for mathematics is particularly effective. It is very well planned to promote pupils' mathematical thinking and enables pupils to reach well above average standards by Year 6, with a high level of challenge for more able pupils. Lesson plans clearly reflect national guidelines for literacy and numeracy, as well as the locally agreed syllabus for religious education. However, until recently, teachers have planned too few opportunities for investigative science, particularly for more able pupils.
20. Very good provision for pupils' personal, social, and health education helps pupils to develop positive attitudes to their own well-being and that of others. The school sees this as an important priority and provides a wide range of effective experiences that are carefully planned. A programme of drugs and sex education, involvement in the Healthy Schools Project and other science topics, all help pupils to develop a good appreciation of the need for a safe and healthy lifestyle. The buddy system and the school council mean that pupils gain valuable experience in supporting others that equips them well for adult life in the community.
21. The provision for pupils with special educational needs is very good because of the high quality of teaching and good management. The inclusive and supportive atmosphere in the school has a major impact upon the progress these pupils make in the school and they are fully included in all aspects of school life. The quality of

individual education plans is good and relevant and achievable targets are identified for each pupil.

22. The school works hard to enrich the curriculum in many areas and provides a very good range of activities outside the normal school day, which pupils say they greatly enjoy. It supports pupils' physical and social development with football, netball and athletics clubs and the school has a good record of participation in matches with other local schools. Pupils have the opportunity to follow their musical interests by joining the school choir and learning to play a musical instrument. Other clubs include a computer club, art club and chess. There is also an after school care facility, 'Natterjacks', that parents pay for. The many educational visits provide very good opportunities for social development and enhancement of what is learned in school.
23. Support staff are deployed effectively on the whole, and particularly so to meet the needs of pupils with special educational needs, but are often not involved in the early parts of lessons to better promote pupils' speaking skills. Accommodation and resources are satisfactory. The school has a spacious, well-equipped computer suite that is well used. The limited outdoor facilities and equipment in the reception class limit the chances children have to develop their knowledge, understanding and skills through outdoor play activities. The school has plans in hand to improve these facilities.

Care, guidance and support

The school ensures a good level of care, guidance and support for pupils. Pupils' views are actively sought and acted upon.

Main strengths and weaknesses

- The very good level of trust and mutual respect between pupils and staff ensures pupils are always able to approach an adult for help or advice.
- Very well organised procedures for induction into the reception class help children to make good early progress.
- Regular canvassing of pupils' suggestions, views and concerns ensures they are given opportunities to influence improvement in the facilities and routines offered by the school.
- The good level of care provided by the school ensures pupils feel secure and valued.

Commentary

24. This is a caring school. Teachers know each pupil as an individual with individual needs. The school has established high standards of mutual respect between pupils and staff. Pupils respond well and know they can readily approach their teachers for help and advice if they are worried or concerned. The school provides a 'Worry Box' for pupils who wish to write down their concerns rather than talk about them. Additionally, there is a 'Suggestions Box' that is used by the members of the school council to obtain pupils' views and suggestions for school improvement. The Year 6 members empty the box and schedule the suggestions for consideration by the staff. Pupils and staff meet to discuss the issues raised and select those items that are feasible and can be addressed. In less than two years, the council has been successful in obtaining the covered shelter for the inner courtyard, more and better play equipment for lunchtime play and the selection and layout of the new adventure play apparatus. The current project is the planning for a school newspaper. Older pupils, the 'buddies', befriend and take care of the younger ones and any new starters joining school after the beginning

of term. Pupils who join the school at later points say that this system works very well in helping them to settle in. Pupils with special educational needs are particularly well cared for and are supported by both the staff and visiting specialists.

25. The school has implemented very good procedures for welcoming children into the reception class. Parents are invited to individual meetings with the headteacher and the reception teacher and are able to discuss their children's needs in detail. Parents are given a comprehensive information pack and advice on what is taught and how parents can help. All parents are invited to take a short course to receive practical advice and training on how they can help and support their children at home, and a good number of parents take advantage of this.
26. The school provides a good level of care, including robust child protection procedures and Internet safety. Pupils are well supervised throughout the school day. First aid arrangements are very good.

Partnership with parents, other schools and the community

The school's links with parents are very good. The school has good links with the community and other schools and uses these well to enhance the curriculum.

Main strengths and weaknesses

- The very supportive views expressed by parents indicate a high level of satisfaction.
- Good use of the local community provides opportunities to broaden the curriculum.
- Good links with other schools and colleges provide a wide range of opportunities for both staff development and improvement in pupils' learning.
- Provision of a broad range of parent and adult learning courses encourages more parents to become actively involved in the work of the school.

Commentary

27. The school positively welcomes parents' views and opinions. Parents are consulted over specific issues, the most recent being a change in the school uniform. The school gives a high priority to parental concerns and responds well. In return, parents have very supportive views of the school and express appreciation for the level of care and quality of education received by their children. To build upon the good number of parents who regularly help in school, the school has provided a range of adult courses. The course for parents of newly entered pupils has been complemented by literacy and numeracy workshops, work on science topics, a reading scheme for 'Dads and Lads', to encourage more fathers to become involved, and detailed advice on help with homework. The school has provided the courses to help parents improve their own skills and gain the confidence to use them at home and in school. The Parents' and Teachers' Association is active and enthusiastic and provides a good level of extra funding through its events.
28. The school is active in the community and makes effective use of the local area and services to illustrate the work done in class and to stimulate pupils' learning experiences. Off-site visits are well chosen to extend classroom teaching and include such places as garden centres, a local farm, a wildlife centre, a local superstore and local churches. Representatives from the local police, fire and health services are invited into school to meet the pupils and give them advice on personal and home safety matters.
29. The school has good, productive links with other local schools and colleges. The links provide regular opportunities for staff development through sharing best practice initiatives and joint training provision. Numeracy co-ordinators and teaching assistants also have group professional development. The links with local secondary schools help smooth the transfer of the Year 6 leavers. Links with the local colleges provide additional adult help in the classroom as the school regularly provides work experience placements for students on national vocational courses and for initial teacher training. The pupils benefit from the broader range of adult instruction and support.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership by the headteacher and other key staff is good. Management of the school is good. Governance is good.

Main strengths and weaknesses

- Leadership at the top uses data and other information effectively to improve the quality of education.
- Key staff provide good models for teaching and effective support for others' professional development.
- Governors have a good understanding of why this school is doing well in comparison to other schools.
- Effective management means that the school knows what to do next to improve. However, the systems for monitoring the curriculum are not yet promoting a consistent approach to teaching and learning in all areas.

Commentary

30. The headteacher's good leadership has ensured the school has built further upon the strong leadership and management seen at the last inspection. The promotion of pupils' personal development, as well as a commitment to making learning relevant and interesting for all, is fundamental to her very clear vision for the school and is shared by the whole school community.
31. Leaders use self-evaluation effectively to establish clear priorities for the school to deal with. This process involves the senior management team, staff and governors, and ensures that all have an understanding of how the school can improve and their role within that. Staff performance is managed well, with targets for improvement that link to whole-school priorities, to raising standards and to professional development. This has been particularly effective in improving standards in writing and mathematics. While management is good and promotes good achievement there are times when it is not yet ensuring a consistently effective approach to teaching in some areas such as investigative work in science and speaking throughout the curriculum. The school has identified these areas as priorities for development.
32. Leadership by other key staff is good. The very good leadership and management by the English, ICT and special educational needs co-ordinators have a notable impact on pupils' learning because they have clear priorities for how to improve provision in these areas. A good example of this effective leadership can be seen in ICT where there has been good improvement in both standards and achievement since the last inspection. The co-ordinator has provided effective support for teachers' professional development following lesson observations in all classes, a well-organised programme of in-service training allowing teachers to reflect what they have learnt in their teaching and considerably improved resources throughout the school.
33. Governance is good because governors consider the effect of their decisions on pupils' learning. Governors support the school well and fulfil their statutory duties effectively. As part of the school's self-evaluation process and planning for school improvement they have a good grasp of the strengths and weaknesses of the school. They are clear about why the school does so well in comparison to similar schools and actively support the headteacher in her drive to maintain the good quality of education the school provides for all its pupils. Financial management is good. The school follows the principles of best value well, seeking advice from the local education authority and funding from other bodies in partnership with other local schools. Figures given below are the latest complete figures available. The unacceptably large under spend carried forward reduced by half in 2004/2005, as it was earmarked to protect staffing in the light of reducing pupil numbers and is set to further reduce in the current year.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	591,954
Total expenditure	600,088
Expenditure per pupil	2728

Balances (£)	
Balance from previous year	125023
Balance carried forward to the next	116889

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. There has been good improvement in provision since the last inspection because of good leadership and management for this area of the school's provision. Very good links are established with parents, right from the start, which particularly benefit children's learning in reading. The curriculum is well planned to provide a breadth of experience that reflects a good balance between direct teaching and activities that children choose for themselves. Teaching and learning are good and the teacher and teaching assistant work well as a team. Assessment is well organised and built into everyday activities. Children achieve well, from a generally well below average starting point on entry. Children with special educational needs are very well supported and make very good progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Warm encouragement and support for individual children mean that they develop confidence in taking part in activities.
- The consistently high expectations of staff mean that children quickly learn to share, take turns, listen carefully and behave very well.

Commentary

35. The consistent approach by all adults is a major factor in promoting children's success in this area. Teaching and learning are very good and most children achieve very well and are on track to meet the goals expected for their age by the end of the reception year. The warm and supportive atmosphere means that children thrive because they feel secure and valued. Children's different aptitudes and abilities are very well recognised and nurtured. Relationships are very good. Expectations of sensible behaviour, listening, taking turns and sharing resources are very well established. Adults listen to children and deal sensitively with individual needs. Children's good manners and consideration for others reflect the way in which adults treat them. Adults work hard to gain children's interest by planning stimulating activities that engage them and promote a desire to learn. Children's efforts are praised and so children want to please adults.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's listening, writing and reading develop well because of effective teaching.
- There is very good support for more able children and those with special educational needs.
- There are too few opportunities for some children to extend replies.

Commentary

36. Teaching and learning are good. Even though most children are not likely to reach the goals for their age by the start of Year 1, their achievement is good. The basic skills in listening, reading and writing are taught thoroughly and effectively so that children get a very good grounding that sets them up well for future learning. Learning is fun. In one session, for example, work was very effectively planned to enable children of all abilities to learn about the sounds of letters through a series of short, lively activities in which all children worked at the right level. More able children's capabilities are quickly recognised and exploited through challenging work. Children with special educational needs are very well supported so that they take a full part in activities that are carefully adapted to bring about their good progress. There are times when children's speaking is very well promoted, as when very good questioning by the teacher prompted children to talk about what might be in a parcel. At other times, however, opportunities are missed to prompt children to give more extended replies that go beyond single words or short phrases. Teaching does not always ensure sufficient modelling of extended replies for children to follow.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- There are plenty of practical activities that motivate children.
- Assessments are well used to match work to different abilities.
- Children are encouraged to use a mathematical vocabulary.

Commentary

37. Teaching and learning are very good and even though most children are not likely to reach the goals set for them by the start of Year 1, they achieve very well. There are plenty of opportunities for children to learn through doing. Practical activities are very well planned to extend children's understanding of number, measuring and shape. There are good links with other areas of learning, such as creative development, so that children learn about the practical application of their knowledge, such as shape or order of size. Short, sharp activities such as singing rhymes and games with practical resources keep children focused and alert. The work is very well adapted to suit different abilities because teaching makes good use of assessments. Teaching consistently encourages children to use the vocabulary that they have learned to explain what they are doing and this raises children's confidence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Practical experiences and visits widen children's capacity for learning.
- Children have plenty of opportunities to use ICT to support their learning.
- Some opportunities are missed to provide resources in displays to boost children's language.

Commentary

38. Teaching is good and so is children's achievement. Most children are unlikely to reach the goals for their age by the end of reception because they struggle to ask questions about why things happen, but their overall progress is good. There are good examples of carefully planned work through which children gain a wider understanding of the world around them. In one session, for example, children tested out predictions about whether objects would float or sink and were well supported by adults in recording their results after testing their ideas. Adults supported children's language well in this session through questions. The classroom lacks, however, stimulating displays of objects to stir children's curiosity and about which they can raise questions. Children use ICT frequently and with increasing confidence, as when designing boats or working on programs for number or letter recognition.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are well-planned sessions in physical development in the school's hall and children's finer control over tools is mainly well developed through teaching.
- The outdoor play area lacks stimulating resources to encourage imaginative play.

Commentary

39. Teaching and learning are satisfactory and have good features in the more formal aspects of provision. Children's achievement is satisfactory but the majority are unlikely to reach the goals for their age in all aspects of physical development by the start of Year 1. This is because of good support for children's control over tools for writing, drawing and constructing with materials. The assessment of these areas is thorough and adults are usually careful to correct children's pencil grip, for example in learning to write. Nevertheless, some children find it hard to control tools such as scissors or glue spreaders. Activities in the hall, such as dance, are well planned to broaden children's skills, but there are much more limited opportunities for children to explore space freely and imaginatively in the outdoor play area. This area lacks stimulating features and is currently an area for development for the school. Work has started on improvements, with new fencing completed and advice from the local authority has been sought to guide better resourcing to meet children's needs in imaginative play. Presently, however, children's learning is restricted through the lack of facilities.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children gain good experience of working in a wide range of media.
- Children's ideas are valued and result in individual work in which they exercise a good level of choice.
- There is sometimes a lack of stimulation and direction for imaginative play.

Commentary

40. Teaching and learning are good. Children do well, even though most are unlikely to meet all of the goals for their age by the start of Year 1. Teaching ensures that children learn from using a wide range of media so that they gain a good understanding of the possibilities of different materials. In one session, for example, one group of children used malleable materials to create teddies after completing drawings. Children's painting shows sensitive mixing of colours, as in their work based on Monet's paintings of gardens, and they combine textures well in collages. Bright displays of children's work enhance the work areas and celebrate their creativity. Teaching encourages choice over materials and readily accepts children's ideas so that the work produced is individual in design and execution. The role-play areas are reasonably resourced for imaginative play, but children sometimes lack guidance from adults on how these

might be used to sustain play and develop language. As a result, children sometimes do not persevere in talking and taking on roles.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching promotes pupils' writing very well and assessment is well used to group pupils of different abilities so that work is pitched at the right level.
- Pupils with special educational needs do very well throughout the school.
- Pupils use their skills in reading and writing well in other subjects.
- There is not yet a consistent strategy for promoting pupils' speaking and so pupils' progress is not as consistent as in other areas.

Commentary

41. Pupils' achievement is good, throughout the school. Teaching is good and generally meets pupils' different needs well. Teaching reflects a firm grasp of the National Strategy for Literacy. Standards are below average in Year 2 in reading and writing and well below the level that might be expected for the pupils' age in speaking. This represents overall good achievement for these pupils, most of whom started school with very low skills in language. Standards are above average in Year 6 and within this picture, standards in writing are well above average and standards in reading are above average. Speaking is below the level expected for pupils' age. While pupils' progress in speaking is satisfactory, it should be better for average and more able pupils, throughout the school. Pupils' listening skills are good and well promoted through high expectations of behaviour.
42. Standards have shown good improvement since the previous inspection, particularly in writing. This is because the teaching of writing has been very effectively supported through professional development. Teaching makes very good, consistent use of assessments to pinpoint exactly what pupils of different abilities need to do next to improve. Targets are shared with pupils and progress is carefully tracked. Year 6 pupils are very clear about how they would go about planning to write a story and talk about how they would devise the setting and characters and introduce devices such as a dilemma or cliff-hanger to keep the reader's attention and interest. Reading is well organised and promotes pupils' good progress. Teaching in Years 1 and 2 provides a solid foundation of basic skills that support pupils' good achievement. Older pupils recommend books to friends but pupils do not display the same level of fluency or detail in talking about their reading experiences as they do about writing.
43. Checks on how well pupils' speaking is developing are less secure than in other areas. There are missed opportunities to extend pupils' replies or prompt them to more fully express their ideas. There are occasions when teachers talk for too long and this restricts pupils' opportunities to talk and develop language. There are examples of very effective teaching, when strategies are used to enable pupils to explore their ideas in pairs or small groups and this proves effective in extending pupils' speaking, as in a Year 2 lesson where very good support enabled a lower attaining group of pupils to talk about characters in a story. Effective strategies to promote speaking are not firmly embedded, however, in teaching throughout the school. On occasions, particularly in the introduction to lessons, too few pupils have the opportunity to speak and pupils sometimes become passive rather than actively involved. Teaching assistants are not

often involved at these times and so pupils' opportunities to speak to adults are restricted.

44. Pupils with special educational needs are very well catered for in all year groups. Pupils' specific needs are precisely identified, planned for and very well supported. Most make rapid progress in literacy and language and so successful teaching supports pupils' access to other areas of the curriculum.
45. Good leadership and management of the subject mean that good improvement in pupils' overall achievement across the subject has been secured. Improving standards in writing has been the school's major focus over recent years and initiatives have been carried through very well and are reflected in pupils' achievement. Checks on teaching and learning have revealed the comparative weakness in pupils' speaking and there is a comprehensive action plan.

Language and literacy across the curriculum

46. There is good planning to ensure that pupils use their skills in reading and writing across the curriculum. Pupils read for information in subjects such as history or science and the very good writing skills of the older pupils mean that they confidently present information in different ways. The development of speaking is not as well planned, and chances are not always taken for pupils to use the vocabulary learned or to talk in more extended sentences.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very effective teaching and high expectations mean that all pupils achieve very well and make very good progress as they move through the school.
- Teaching is well matched and engaging so pupils learn well in lessons and are enthusiastic.
- A very strong focus on learning basic skills allows pupils to confidently use what they have learnt to solve problems.

Commentary

47. There has been good improvement since the last inspection with standards remaining high. This is the result of the school's consistent focus on teaching the basic skills and the high profile that mathematics, especially mental mathematics, has in the school. Standards in the current Year 2 are below average because fewer pupils reach the higher levels in national tests. This represents very good progress for these pupils from their starting point on entry into school. Standards for Year 6 pupils are well above average, with a high proportion of children expected to reach the expected levels, and higher, in the national tests. Pupils in all year groups are achieving very well.
48. Throughout the school the quality of teaching and learning is very good because of the successful use of the knowledge gained through assessing pupils' skills. This is used very effectively to group pupils and set targets that pinpoint what needs to be worked on next. Pupils know what their targets are and want to meet them. In addition, at the start of lessons, teachers share with pupils an outline of what they are expected to

learn each day in clear language that they can understand. This helps pupils to understand and make a personal judgement about how well they are doing. Work is challenging in lessons and teachers have high expectations of what pupils can achieve, promoting high standards throughout the school. Classes are very well managed during lessons and teaching assistants support pupils with special educational needs effectively. As a result, these pupils achieve very well.

49. Pupils enjoy mathematics and are keen to join in during lessons because teachers' planning includes a variety of strategies to motivate and engage them. Pupils have a very good grounding in number calculation, shape, space and measures, and handling information. Because teachers place a high priority on mental mathematics, allowing pupils to use what they have learnt in practical situations, pupils strengthen their knowledge and grasp of basic skills further. Teaching provides pupils with opportunities to explain their answers and ideas using mathematical language, encouraging them to develop a deeper understanding of mathematical concepts and their everyday use. As a result, pupils' confidence and fluency in talking is markedly better developed than in other subjects.
50. Leadership and management are very effective. The recently appointed subject leader has benefited from the very good systems already in place for ensuring that high standards are maintained.

Mathematics across the curriculum

51. Mathematical skills are used and developed well in other areas of the curriculum. Throughout the school, pupils have good opportunities to develop numeracy skills through other subjects and by using ICT. Mathematics is further enhanced because teachers ensure that children understand its relevance throughout the rest of the curriculum and school. Wall displays for other subjects include the use of mathematics. The development of mathematical vocabulary makes a positive contribution to pupils' speaking skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils acquire factual knowledge at a good rate.
- There is a lack of challenge for more able pupils in Years 3 to 6.
- Pupils enjoy their science lessons and are very well behaved.
- There are insufficient opportunities for pupils to use and talk about their ideas and explain their results in investigative work.
- The school knows what it needs to do to improve pupils' achievement.

Commentary

52. Pupils reach below average standards in Year 2 and average standards in Year 6. Overall, pupils' achievement is satisfactory but is stronger in some aspects than others. This is similar to the picture at the previous inspection. Over time, pupils' performance in science, as eleven year olds, has not matched the standards reached in English and mathematics. This has been because a smaller proportion than nationally usually achieve the level beyond that expected for their age.

53. By Year 6, most pupils have the knowledge expected for their age and many show a good level of knowledge of scientific facts. For example, pupils know that insoluble solids can be separated from a liquid by filtering. Pupils' factual knowledge, however, is stronger than their ability to ask questions and devise ways of testing their ideas. Whilst pupils' enquiry skills are generally satisfactory, few show the level of independence that could be expected for their age by the time they leave the school. Most pupils do not have a secure grasp of the processes they need to go through to answer a scientific question without help and guidance from the teacher. In general it is this lack of enquiry skills that is preventing standards rising to the level pupils attain, for example, in mathematics. More able pupils in Years 3 to 6 sometimes complete the same work as others and planning for these pupils does not allow them to extend their learning through an additional level of challenge.
54. Through a process of checks the school has identified where the need to improve pupils' attainment is and increased emphasis on investigative work has become a priority area for the whole school. A good quality plan, drawn up by the school and put into action, has started to improve standards. Teachers have begun to use data collected on pupils' attainment very well and have refocused their planning. As yet, it is too early to see the impact of these good initiatives.
55. Teaching is satisfactory with some good features. Teachers in Years 1 and 2 plan lessons around experiences and objects that pupils are familiar with, such as natural and manufactured materials. Although pupils throughout the school now have the benefit of more practical experiences to find the answers that their teachers put to them, they still do not have enough opportunities to talk about their ideas and explain their results. Relationships are very good and pupils enjoy their lessons. Teachers have high expectations of behaviour and so pupils behave sensibly in practical work. Pupils' skills in writing mean that they record their ideas well. They take pride in presenting work neatly.
56. The leadership and management of the subject are sound. The co-ordinator has only recently taken over the role but has already checked provision across the school and identified areas for development. As a consequence, there are to be adjustments to the curriculum with further emphasis on improving pupils' investigative skills and more challenging work for the more able pupils. More staff training in this area is planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision of ICT and its use have improved well since the last inspection.
- There is good use of whiteboards in classrooms to enthuse pupils to learn.
- Teachers have worked hard to improve their own ICT skills and those of their pupils.
- Opportunities are occasionally missed to use ICT across the curriculum.

Commentary

57. The school has made good progress in provision for ICT since the last inspection. This is a result of good leadership and management of the subject and good teaching. Standards are beginning to rise and by the end of Year 6 most pupils reach the

standards expected of them. Standards reached by pupils in Year 2 are below average but achievement is good for pupils in relation to their generally low attainment. Support for pupils with special educational needs is very good and they achieve well. Many pupils do not have access to computers at home and the school is working hard to overcome such barriers as reflected in the opening of a lunchtime club for pupils in Year 2 so that pupils can build up basic skills on the keyboard and in using the mouse.

58. The school has made a heavy investment in both equipment and staff training. The computer suite is well equipped and there are at least two computers as well as interactive whiteboards in almost every class. Teachers have undergone training to improve their skills and the quality of teaching is now good. They use the interactive whiteboards imaginatively to capture pupils' interest, as well as to teach skills. Dedicated lessons in ICT are well planned to develop pupils' skills in the computer suite. As the suite is large enough to accommodate tables for working, as well as the school's reference library, pupils can easily research using ICT or books in the same lesson. Pupils in Years 1 and 2 are able to use basic programs with some confidence. They can use a mouse, draw a simple picture and write a short sentence with support. Older pupils are acquiring skills at a good rate. They combine text and graphics, use spreadsheets and explore the Internet. Pupils enjoy the experiences being offered and work hard.
59. The leadership and management of ICT are good. The co-ordinator has supported teachers through extending resources and planning good quality professional development so that teaching skills have been enhanced. The co-ordinator is presently evaluating the success of new hardware and software recently introduced.

Information and communication technology across the curriculum

60. There is satisfactory planning and use of ICT across the curriculum, for example in research in history or presenting data in science, but there are times when opportunities are still not fully exploited, mainly because of the recent acquisition of many resources. There is good use, by teachers, of the interactive whiteboards recently installed in the classrooms to support pupils' learning.

HUMANITIES

61. Only one lesson was seen in history, in Year 4. No lessons were seen in geography. There was too little evidence to make firm judgements about provision, standards or teaching in either subject.
62. In **history**, the full curriculum is planned for and enriched by a wide range of visits to places of historical interest. There are some good links with other subjects, as in Year 3 pupils' work on the Celts and their designs for Celtic shields. There is good use of pupils' literacy skills in history, when they read in researching information and write diaries, accounts or descriptions. Year 6 pupils have a sound understanding of how World War 2 affected the lives of ordinary people. In the good lesson seen, pupils developed a good understanding of how information about the past can be gained by looking at evidence. In **geography**, the full curriculum is covered and pupils have good opportunities to learn about contrasting localities. The recent work throughout the school on different countries raised pupils' awareness of different cultures very effectively. Work in Year 1 on Kenya was supported by visitors as well as very good resources, which stimulated pupils' interest and understanding. Environmental work in Year 4 has enabled pupils to identify aspects of their locality that they would like to see

improved. There is some good work on rivers in Year 6. Older pupils gain from a residential visit to study geographical features at first hand.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to reflect on their own experience and this helps them to understand difficult concepts.
- Pupils learn about a wide range of faiths but there are few visits other than to Christian places of worship.
- Pupils use their literacy skills well in the subject, but struggle to talk about their ideas.

Commentary

63. There has been good improvement since the previous inspection. Standards are in line with the expectations of the locally agreed syllabus and pupils' achievement is good.
64. Teaching and learning are good. Pupils learn about a good range of different faiths. The work challenges pupils' thinking very well and pupils' own experience is well used to put their learning into a relevant context. Year 2 pupils gained a good understanding of power in relation to Pentecost because the teaching first explored with them their ideas of what was powerful in their own lives. In a Year 6 lesson on Buddhism, pupils were required to reflect on the Four Noble Truths in the light of the world's current problems such as poverty and famine. Teaching in this lesson effectively helped pupils to understand the challenging concepts through relating ideas to their own experience, but missed opportunities to stimulate discussion when they talked in groups. In a Year 3 lesson, very good teaching enabled pupils to use what they had previously learned to generate ideas about Guru Nanak's special qualities. The teacher used the interactive whiteboard very successfully to keep pupils' interest and attention and promoted a lively discussion in which all pupils were involved. Pupils with special educational needs were fully involved because of very effective support.
65. Good leadership and management have ensured that improvement has been secured. The knowledgeable co-ordinator undertakes a careful analysis of planning to ensure that pupils' knowledge and understanding build well from year to year. Resources have been enhanced, but there are currently too few opportunities for pupils to gain first hand experience through visiting a fuller range of places of worship. This is part of the co-ordinator's planning for improvement in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. No lessons were seen in art and design, design and technology, music or physical education and these subjects were sampled. Teachers' planning was scrutinised and pupils spoke about their work.
67. Pupils enjoy **art and design** and speak enthusiastically about their work, which is attractively displayed around the school. Sketchbooks are used throughout the school and are used as a place where pupils can experiment and practise their skills. A single idea is built upon and pupils are encouraged to observe closely; for example, in Year 2, pupils looked in detail at oranges, creating likenesses in pencil, felt tip, pastel and

collage. The curriculum is enriched well through after-school activities; these provide opportunities to extend pupils' skills and learning and lead to some good quality work.

68. In **design and technology**, it is evident that the work is varied and properly planned. Displays of pupils' work show a good standard of finish. This was seen in the display of Year 4 pupils' moving storybooks that pupils designed and shared with younger pupils in school. Work folders show that pupils build up the skill of designing, making use of the design and then evaluating the product according to set criteria, as seen in the work done in Year 3 on money containers. These are a good example of investigating, designing and making as well as high quality process, finish and individuality.
69. In **music**, teachers' plans indicate that the curriculum follows national guidelines and meets the requirements of the National Curriculum. Pupils sing regularly, use percussion instruments, listen to music and have a reasonable knowledge of famous composers. There are plenty of musical activities outside normal lessons. Some pupils choose to play a tuned instrument with a visiting teacher and the school has a choir and three recorder groups. Visiting musicians and involvement in the community strengthen the school's provision in music. The annual Christmas performance involves all pupils and a visit by the choir to a residential home for the elderly gives opportunity to perform in front of others.
70. The school has developed a clear scheme of work for **physical education** based on national guidelines and there are sufficient resources to support teaching and learning. Pupils are encouraged to join in clubs for games and athletics after school and the pupils value the opportunities to participate in competitions with other local schools. Pupils enjoy taking part in physical activities and have a good sense of fair play. They talk enthusiastically about their encounter with different teams and what they need to concentrate on to have a chance to win.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. No specific lessons dealing with personal, social and health education and citizenship were seen but it is evident that these aspects are developed very well in a cross-curricular manner, as well as through a very thorough scheme of work. The school supports very effectively pupils' learning about healthy living in science lessons. Pupils' depth of understanding is reflected in their awareness of the need and benefits of being fair and sensitive to others and to keep to what they know is right. Pupils' understanding of the importance of getting on with others of different ages, backgrounds and cultures is reflected in the school's daily life, the quality of relationships and pupils' pride in their school community.

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	2
How the school's effectiveness has changed since its last inspection	3
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	3
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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).