

INSPECTION REPORT

**OSSETT SOUTHDALE C OF E VOLUNTARY
CONTROLLED JUNIOR SCHOOL**

Ossett, West Yorkshire

LEA area: Wakefield

Unique reference number: 108246

Headteacher: Mrs Elodia Eccles

Lead inspector: Mr Geoff Cooper

Dates of inspection: 24th – 26th January 2005

Inspection number: 267441

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: Voluntary controlled
Age range of pupils: 7 to 11
Gender of pupils: Mixed
Number on roll: 234

School address: Southdale Road
Ossett
West Yorkshire
Postcode: WF5 8BA

Telephone number: 01924 302890
Fax number: 01924 302894

Appropriate authority: The governing body
Name of chair of governors: Mr John Harris

Date of previous inspection: 28th June 1999

CHARACTERISTICS OF THE SCHOOL

Southdale is an average-sized two form entry junior school in the borough of Wakefield close to the M1 motorway. The social and economic context is average, characterised by a typical number of families locally having further education qualifications, a lower than usual number of pupils entitled to a free school meal and a higher than usual number of pupils with a statement of Special Educational Needs (for pupils with rather more profound learning difficulties). The proportion of pupils identified as having special educational needs is smaller than in most schools. There are no pupils who learn English as an additional language and no pupils from a background of difference such as ethnicity, refugee or traveller status. Few pupils join or leave the school at times other than the usual time of joining or leaving. Tracking data when pupils join the school shows attainment on entry to be broadly average. The school is part of initiatives to class-teach violin playing and a modern foreign language in primary schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23647	Mr GW Cooper	Lead inspector	Science Information and communication technology Art and design Design and technology Special educational needs
13450	Mrs J Madden	Lay inspector	
22740	Mrs M Leah	Team inspector	English English as an additional language Geography History Religious education
11419	Mrs PJ Underwood	Team inspector	Mathematics Music Physical education Areas of learning in the Foundation Stage

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **good**, providing good value for money. The very good leadership of the headteacher has been inspirational in moving the school forward, improving the quality of teaching and pupils' behaviour. Supportive governors know their school very well and understand its strengths and areas for development. Standards in English, mathematics and science are average but standards in art and design are well above those expected for pupils' age. Standards in music are above those expected. Achievement is good overall because of the strengths in teaching and learning. The very positive ethos of the school is consistent with its Christian foundation and strongly supports pupils' achievement. A particular aid to achievement is the commitment of all adults working in the school. There are no significant barriers to achievement.

The school's main strengths and weaknesses are:

- The quality of leadership has been instrumental in achieving significant improvement.
- Very good teaching leads to very effective learning.
- Pupils' very good attitudes and behaviour have a positive effect on their achievement; their personal development is very good although provision for multicultural development is limited.
- A very well enriched and varied curriculum ensures pupils find a great deal to interest them and makes their learning relevant.
- Strategies for gathering information about pupils' progress are very good but the information available is not used effectively enough to provide well focused individual targets for pupils and thus raise standards further.
- The role of the subject leader is underdeveloped in some subjects of the curriculum.

Very good improvement has been made since the previous inspection. The many areas for action at that time have been successfully addressed. Very good progress has been made in the training and deployment of support staff and raising standards in information and communication technology (ICT). Provision in ICT has been greatly enhanced. A number of minor issues relating to health and safety and the use of the library have been rectified. Reports to parents meet statutory requirements. The role of subject leader is still underdeveloped but this is recognised as a priority on the school development plan. The school continues to make progress in many areas of its development, providing a very well enriched and good curriculum and by improving the provision of resources. The building has been sensitively decorated and modified to give pupils a very welcoming and attractive environment in which to work.

STANDARDS ACHIEVED

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

*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.*

Achievement is **good** for all pupils including those with special educational needs. The results are average for the group of Year 6 pupils who left in 2004. Based on prior attainment pupils' results were well below average. Despite this the indications are that the trend for improvement is being maintained. In the work seen, standards are average in English, mathematics and science in Year 6 but in the younger classes standards are rising rapidly because of the very good quality of teaching.

This has had insufficient time to impact on Year 6. Standards in art and design are well above those expected for the pupils' age and above those expected for music. Pupils' skills in ICT are similar to those expected overall but many pupils have developed additional skills that are better than those expected for their age. Standards are as expected in religious education. No judgements are made about standards in design and technology, history, geography or physical education. Southdale School ensures that all pupils have equality of access and achieve well.

The school makes **very good provision** for the personal development of pupils. The school's provision for the encouragement of confidence and self-esteem is excellent. This results in good behaviour and very positive attitudes towards the school. Very good opportunities are provided for pupils to grow in self-knowledge, work co-operatively with others and begin to appreciate all cultures. However, the multicultural element is not as strongly provided for as the others. Attendance is very good. Pupils arrive in promptly and in good time to start school.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **very good**. Despite this, the learning and achievement of Year 6 pupils has not yet caught up with the quality of teaching. The provision made for pupils with special educational needs is good. They are very well supported by the support staff. Consequently all pupils learn well. Teachers' careful planning, enthusiasm and knowledge captures pupils' interest and motivates them so they remain well focused. Data is used effectively to highlight areas of weaknesses in pupils' learning but is not used as well to provide sharply focused individual targets for development. The curriculum is good and very well enriched by a wide variety of visits, visitors and extra-curricular activities. Links with the community are very good, especially with local schools, and have a significant impact on learning and overall provision, through a range of activities for pupils. Very effective links with parents and well developed strategies for caring for and supporting pupils make a beneficial contribution to the overall quality of education.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **very good**. The head teacher's very good leadership has been particularly effective in improving the quality of teaching and in raising standards. She provides an excellent sense of direction which is shared by all involved in the school. Other members of staff make a valuable contribution to the running of the school. However, the role of subject leader is still underdeveloped but is now being extended to help raise standards further. The governors play a very supportive role in the work and life of the school, helping to shape its development, challenging staff and gaining a very good overview of its strengths and weaknesses. Because the school is very well managed it runs smoothly, ensuring a very good environment for teaching, learning and achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school expressed through the questionnaire and at the pre-inspection meeting are very positive. They appreciate how well the staff know and care for their children. A few had a concern about lack of information to support their children with homework. This is an area for the school to clarify and develop. Pupils are very settled and confident about their school life. They enjoy the opportunities provided for them to

participate in shaping the future direction of the school, especially through their role on the School Council.

IMPROVEMENTS NEEDED

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

- Make more effective use of individual targets setting to further raise standards.
- Enhance the evaluation and development role of the subject leader.
- Improve the provision for an understanding of life in a culturally diverse society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall standards are average in English, mathematics and science. They are much better than expected for pupils' ages in art and design and better than expected in music. Standards in ICT are as expected for pupils' ages and standards in religious education meet the expectations of the locally agreed syllabus. Achievement in the school is good with particular strengths in achievement in ICT, art and design and music.

Main strengths and weaknesses

- Pupils achieve well because they are very well taught and have very positive attitudes to learning.
- Achievement in art and design and ICT is strong because of skilful deployment of key members of staff.
- Effective use is made of pupils' growing learning skills in English, mathematics and ICT.
- Investigative and practical science is a strength of the subject, well promoted by effective subject leadership.

Commentary

1. The table below shows the results of standard National Curriculum tests for eleven year olds in 2004. Pupils at Southdale achieved results that were very similar to the national average. There was a small decline in school results in English and mathematics compared to 2003 but a significant improvement in science. Compared to similar schools, they are average in English and mathematics but above average in science. However, pupils have not built well on their achievement when they were seven. Their performance in 2004 was well below average in English and mathematics and below average in science. Most pupils achieved the level expected of them and the proportion doing better than most eleven year olds was typical of schools nationally. There is a trend that girls do rather better than boys do, especially in English and science, although this was not a strong feature of the work seen during the inspection. However, more boys than girls are identified as having special educational needs. The school's results have improved over the past five years at a rate similar to the national rate of improvement. Standards in the work seen in English, mathematics and science in Year 6 are similar to the results of national tests, although there are strong indications of attainment that is above average in Years 3, 4 and 5. The evidence of the inspection team agrees with the school's assessments and tracking of progress.

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

Standards in:	School results	National results
English	26.9 (27.5)	26.9 (26.8)
mathematics	27.4 (27.2)	27.0 (26.8)
science	29.4 (27.2)	28.6 (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year

2. Achievement is good overall. Pupils are lively and interested, responding very well to the very good teaching they receive. Because they make good use of their speaking and listening skills, they acquire learning skills briskly. They achieve well in practical science lessons because they have mature cooperative skills. They show a secure understanding of the

principles of scientific methods when they work at their practical tasks. The way the subject is led has given a whole-school insight into this part of teaching the subject. Pupils' achievement in art and design is particularly evident in the work attractively displayed throughout the school. The whole school enjoys singing and achievement in music is enhanced by good class music lessons when composing and presenting compositions to an audience, good singing in parts by the choir and through the class violin teaching project. Their achievement is particularly notable in Years 3 to 5 but is less evident in Year 6. Good achievement is seen in ICT where many have developed skills not usually found in pupils of this age. The reason for the quality of achievement in art and design and in ICT is to a large extent the way key members of staff with comprehensive subject knowledge have been deployed to support learning in these subjects throughout the school.

3. Achievement is good in small groups of pupils struggling to acquire the basic literacy skills of learning. These pupils with special educational needs apply themselves rigorously and conscientiously to their tasks and given their prior attainment make progress that is at least good and sometimes very good. Good achievement in these groups is the result of determined and compassionate teaching, from the special educational needs co-ordinator and often from very skilled and experienced learning support assistants. However, higher attaining pupils achieve equally well. The evidence of the work seen with these pupils confirms the good achievement of pupils who attain the higher grades in national tests. Achievement is boosted by arrangements for teaching pupils in ability groups for key learning skills. This works very effectively. The school trend - that girls perform better than boys - suggests that girls' achievement is better than that of boys. In fact, both boys and girls perform equally well. More boys than girls with learning difficulties are passing through the school. Observing boys' performance in these groups compared with girls shows that both boys and girls make good progress. The principal factors in this are the enthusiastic teaching they receive and the very positive attitudes of the pupils involved.

Pupils' attitudes, values and other personal qualities

Attendance is well above average and punctuality is very good. Pupils' attitudes to learning and to school are very good. In lessons and around school, behaviour is good. The wide range of experiences planned for pupils promotes very good spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Very good relationships and impressive teamwork are at the heart of the school's success.
- Pupils respond very enthusiastically to the school's supportive and stimulating climate for learning.
- Spiritual development, moral awareness and social skills are fostered well but opportunities for pupils to appreciate non-western cultures are limited.
- Children enjoy coming to school and attendance is well above the national average.

Commentary

4. All staff work closely and successfully together to promote a caring environment where high value is accorded to the fostering of good relationships. Staff listen carefully to

pupils and treat their ideas with respect. Praise and encouragement are used sensitively to raise self-esteem. As a result, pupils have respect for themselves and care for others. Stories are used to particularly good effect to explore feelings. Consequently, many pupils are beginning to empathise and to see another's point of view. This leads pupils to get on well with their peers.

5. Pupils are confident and enthusiastic learners who try to do their best in class and around school. Attendance at the many lunchtime or after school clubs is very high. Pupils display very positive attitudes in lessons. They concentrate well and persevere to complete tasks. They contribute very willingly to class discussions and collaborate purposefully with a partner to prepare responses. The school makes excellent provision for the promotion of pupils' confidence and self-esteem. The exceptionally high levels of these qualities are brought about by the school's consistent and concerted approach, enabling pupils to take initiatives and become independent in their learning. They are developing a love of books and many name several favourite authors.
6. The standard of behaviour throughout the school is good. All staff are clear and consistent in upholding the school's high expectations so that pupils know exactly what is required of them. The house point system and judicious praise are used effectively to reward good conduct. As a result, pupils behave well and their good behaviour contributes significantly to the smooth running of the school. In lessons, pupils usually concentrate and respond very well, but occasionally when teachers talk for too long, there is a degree of restlessness as pupils lose interest. In the playground and in the dining room, pupils are co-operative and friendly. Year 6 pupils respond very responsibly when trusted to eat in the classrooms with minimum supervision. Sometimes playground games are noisy and boisterous but any misdemeanours are quickly and fairly dealt with. Pupils' positive attitudes and sensible behaviour have ensured that there have been no recent exclusions from school.
7. Provision for pupils' spiritual, moral, social and cultural development is very good. Spiritual awareness is fostered very well across the curriculum and in assemblies. In a religious education lesson, for instance, the teacher used a lighted candle and evocative music so that pupils explored their own feelings and related sympathetically to those of others. Close links with the church promote spiritual awareness very well. Provision for moral development is very good, and is an integral part of the everyday life of the school. Personal, social and health education lessons and circle times are used effectively as a forum for debate on moral dilemmas. Consequently, pupils are thoughtful in evaluating 'two sides to a story'. The school's code of conduct is promoted clearly by all staff by word and by example so that pupils quickly learn a clear understanding of right and wrong.
8. The school makes very good provision for the pupils to develop social skills. Co-operative skills are much valued and there are many opportunities for pupils to co-operate. Older pupils respond enthusiastically to a wide range of opportunities to take responsibility around school. An excellent example of this is the mature way the Year 6 pupils help their Year 3 *buddies* to learn to read. The School Council prepares pupils of all ages very well for citizenship. Provision for cultural development is satisfactory. Pupils have good knowledge of their own heritage and of western civilisation through exciting projects in history and art. They learn about World Faiths in religious education. However, overall, their knowledge of non-western cultures is limited. In particular, their appreciation of the ethnical and cultural diversity of modern British society is not well established.
9. The table below shows that attendance is very good and unauthorised absence is minimal. Punctuality is very good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.7
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Its main characteristic is very good teaching and learning, well supported by the way the school keeps track of pupils' progress. Other significant assets are the quality of care provided by the school and the links it makes with parents and the community. A good curriculum is very well enriched by interesting activities, visits and visitors.

Teaching and learning

Teaching and learning are very good overall. There are very thorough procedures for gathering information about pupils' progress although there is room to improve the way pupils' future targets are set.

Main strengths and weaknesses

- Pupils are very well taught and their achievement reflects this.
- The quality of teaching is very well complemented by the work of skilled learning support assistants.
- Learning is characterised by pupils' enthusiasm and engagement and by their very good working practices.
- Purposeful, interesting activities make learning both meaningful and a pleasure.

Commentary

10. Teaching and learning are very good. Despite this, the achievement of pupils in Year 6 has not caught up with the quality of teaching. The achievement of pupils in Years 3 to 5 is well on track to produce standards that are significantly above average and reflect improved achievement. In the lessons seen, 97 per cent were good or better and 57 per cent very good or better. The one excellent lesson seen was an ICT lesson in Year 6. Although there are no year groups where teaching is weak, the strongest teaching was concentrated in Year 3 and in Year 6. There was very good teaching within special educational needs classes and in the instrumental lessons seen. The table below reflects the teaching seen.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	19 (53%)	15 (42%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)

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

11. The strengths in teaching and learning are consistent throughout the school. Teachers have very good subject knowledge which they use effectively to prepare interesting activities for pupils and which enables teachers take lessons confidently and briskly. They have high expectations of behaviour and as a result pupils spend long periods of time concentrating, working together, listening effectively, discussing and answering questions. These qualities are evident throughout the school and make for a very good atmosphere for learning. The work of learning support assistants is a valuable asset in promoting equality of opportunity. This is particularly important in the work these staff do with pupils who struggle for basic learning skills.

12. Within the different subjects taught there were particular areas of strength in English, mathematics and science. Most pupils acquire the basic skills of learning in literacy and numeracy well. Teaching in ICT has improved because of better resourcing, better staff

expertise and the strategic deployment of a teacher with considerable experience in the subject to support learning throughout the school. Art and design standards are better than expected for pupils of this age because of another skilled piece of staff deployment, this time enabling all year groups to benefit from the specific art and design skills and expertise of a learning support assistant. There is also considerable expertise and flair in teaching different aspects of music. In science, all staff have a good understanding of scientific methods in the primary classroom and learning is much more effective as a result.

13. The school has a great deal of assessment information. The progress of pupils is very effectively tracked. Good use is made of this information to set classes and to group pupils within mixed ability classes when teaching them new skills. Sometimes within a set not enough is done to provide sharply defined tasks for pupils of different prior attainment. While pupils have targets these are against quite broad objectives and discussions with some pupils indicate that few know what they need to do next to improve. Marking is frequently very supportive but occasions are relatively rare where marking further probes pupils' understanding by asking questions that require deeper thought or setting follow up tasks that require further research. Most teachers have effective questioning strategies that clarify pupils' thinking and engage them intellectually by making demands of pupils' explanation and asking questions such as 'What do you think? And 'Why?'

The curriculum

Curriculum provision is good. Opportunities for enrichment are very good. The use of support staff is good. Accommodation is good.

Main strengths and weaknesses

- Visits, visitors and extra-curricular activities provide a very well-enriched curriculum.
- Provision for pupils with special educational needs is good and effective support gives them equality of access to the curriculum.
- Accommodation is good, providing an attractive environment for learning.

Commentary

14. Curriculum provision is good. This is an improvement since the previous inspection when the curriculum was judged to be satisfactory. All statutory requirements are met including religious education, where pupils follow the locally agreed syllabus. National literacy and numeracy strategies have been effectively implemented. Teachers plan a broad programme for personal, social and health education, including sex and drugs education. The school nurse provides a very effective input, talking to pupils about personal hygiene, teeth and healthy eating. She is also closely involved in delivering sex education to Year 6 pupils. The school is inclusive in its approach to offering all pupils equality of access to all activities.
15. All subjects have schemes of work devised from national guidelines. In the previous inspection design and technology and physical education were identified as having incomplete schemes. This issue has been effectively addressed. Plans are regularly evaluated and amended to meet the needs of all pupils. Wherever possible links are made with other areas of the curriculum: for example art and literacy in history, religious education and geography and ICT in many areas of the curriculum.

16. Teachers provide a very varied programme of learning experiences for all pupils, including extra-curricular sporting, art and musical activities. The school is participating in a local project that provides violin lessons for a Year 3 and a Year 4 class and Spanish in Year 3. This is having a very beneficial effect on developing and extending pupils' musical and language skills. The environment is used effectively to foster pupils' understanding of local history and

geography. The Vicar is a regular visitor and the church is a valuable resource to help pupils' understanding of Christian worship. There are two residential visits per year for pupils in Year 4 and Year 6. The activities provided help to develop personal skills such as team work. Other visits and visitors enrich the curriculum and increase pupils' knowledge and understanding of the world around them. The previous report was critical of the range of visits offered to the pupils. Evidence shows the pupils are now given a wide range of first hand opportunities; a considerable improvement.

17. The school's provision for pupils with special educational needs is very good. It fully meets the requirements of the Code of Practice for Special Educational Needs. Individual pupils and small groups receive very good support that maintains their interest and enthusiasm for learning. Their individual learning plans have targets that meet their needs. The school has valuable strategies for identifying pupils who are having learning difficulties. Good relationships are maintained with parents and with outside bodies giving guidance and advice. There is a rigorous process for the periodic review of provision for individual pupils.
18. A dedicated team of teachers and support staff work very well together. All of these adults are well deployed to meet the demands of the curriculum and to support pupils' learning needs well. The previous inspection identified that support staff had received very little training. The present support staff are very well trained and are given many opportunities to develop their expertise. The accommodation is now attractive, having been updated and modernised. The refurbished library contains up to date reference books. Many books were classed as out of date in the previous report. These have been replaced.

Care, guidance and support

Pupils in the school are very well supported, cared for and guided by the school. There is very good provision for pupils' care, welfare, health and safety and also support, advice and guidance based on monitoring.

Main strengths and weaknesses

- There has been a substantial improvement in health and safety procedures since the previous inspection. There are now also very good child protection arrangements in place.
- Transition arrangements for pupils entering and leaving the school are now very good.
- Pupils are very well supported in the classroom within their broad ability groups but tasks do not always cater for pupils' individual learning needs.
- Pupils are becoming increasingly involved in the life of the school.

Commentary

19. All the areas of school life concerning the welfare and guidance of pupils have improved. In particular health and safety, which, is now very good, was judged to be unsatisfactory at the previous inspection. The whole staff is vigilant working in pupils' best interests to safeguard their welfare. Risk assessments are in place and staff have received training to ensure full risk assessments are made before taking pupils on visits outside the school premises. The school takes child protection very seriously, all staff has received appropriate training and are aware of the procedures. There are much improved procedures in place to supervise pupils at all times and the incidence

of bullying is now minimal with any reports of difficulties between pupils dealt with swiftly and effectively. The school is very well maintained and in very good order. Healthy living is emphasised in the school and pupils are allowed fruit only for snacks. The school is working towards gaining the Healthy Schools Award.

20. The majority of pupils feel they have an adult to whom they can turn in times of difficulty and there is a buddy system in place to support those pupils moving up from the infants' school. Pastoral care is delegated to each class teacher who knows each pupil very well. In addition,

there are very good relationships in the classroom where pupils are motivated to learn in a secure and caring environment. Whilst pupils are taught in classes or large groups at their own ability level, tasks do not always match pupils' specific needs.

21. Induction arrangements for pupils moving up from the infant school are now very good. Teachers visit pupils in the infant school where they teach part of a transition unit as well as bringing prospective pupils to their new classroom where they meet other staff and pupils. Each pupil is assigned a buddy who will help them to settle into the school and sort out any problems. There is close liaison between teachers so that each child is placed with friendship groups and given any necessary support; this especially applies to those pupils with any special needs. Those pupils moving to the secondary school are given similar support and confidence building experiences before the move.
22. The school makes considerable effort to ensure pupils have an active voice in the life of the school. The recently formed School Council is proving to be effective and very well organised by the pupils who are prepared to follow through decisions until they are achieved. Pupils are very aware that some of their schemes need funding and are prepared to roll up their sleeves and earn the money. Circle time is very important to pupils and is a forum where they can speak clearly about themselves and the school. Members of the council hold regular surgeries with pupils to discuss progress on initiatives and take forward suggestions. However, pupils with whom discussions were held were unable to discuss their own personal learning targets.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community. There are very good links with parents and the community and good links with other schools.

Main strengths and weaknesses

- The very wide range of community links support and enhance the curriculum.
- All staff, and in particular the headteacher, have consistently good communications with parents.
- Parents are very clear that any complaints and concerns will be dealt with immediately.

Commentary

23. There has been considerable improvement since the previous inspection when this area of provision was judged to be satisfactory. All staff in the school communicate very well with parents, the headteacher and teachers are very clearly available before and after school. Parents are very happy with the approachability of teachers and the way any concerns are dealt with immediately and they are kept fully informed. Those parents with children who have any type of special needs work closely with the school to monitor progress and provide mutual support. Written communication is well written and parent friendly, newsletters and informational letters ensure parents are kept up to date with day-to-day life in the school. Where there is a need to inform parents privately about their children letters are informal and clear whether inviting parents to the special mentions assembly or dealing with aspects of behaviour.
24. The very strong use of the local and wider community has added considerably to pupils understanding and involvement in the wider world. There are regular visits to

sites such as Eden Camp for World War 2 and activity centres for confidence building that fit in well with what pupils are currently learning. Fund raising for local initiatives and for school funds ensure pupils are closely involved with local people, especially through the school fair, exhibitions and performances. Links with local businesses and industry are not so well developed but sponsorship from the local garden centre enables the school to run a gardening club and other businesses provide prizes for the Summer Fair.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good. The headteacher is a very good leader. Governance is very good and governors are very supportive and knowledgeable of the school. The effectiveness of the management of the school is very good.

Main strengths and weaknesses

- The headteacher provides inspirational leadership.
- The role of the subject leaders is not fully developed.
- Governors have close links with the school and provide informed challenge and support.
- The school sets clear priorities for development based on effective identification of its strengths and weaknesses.
- Financial management is very efficient.

Commentary

25. The excellent vision, sense of purpose and high expectations of the headteacher have been extremely effective in moving the school forward over the last three years. Her commitment and enthusiasm are evident in all areas of school life. She is particularly successful in building a strong team of committed staff and in developing an exciting curriculum to meet the needs of the pupils. This is raising achievement throughout the school. The positive attitudes and supportive collaborative teamwork throughout the school have been recognised by an Investors in People Award.
26. The deputy headteacher provides very good support. Her work on developing and implementing thorough assessment systems in English, mathematics and science is enabling the school to track pupils' progress and identify areas of strength and weakness. Best use is made of the talents of all staff. Each teacher has responsibility for a curriculum area. Whilst these subject leaders use their good knowledge and understanding to support colleagues, their role in monitoring school performance is not well developed. The school recognises this and has recently begun a programme of staff development to extend the role of the subject leaders. The full benefits have not yet been realised and currently there is room for further improvement.
27. The governors know the school very well. They bring a diverse range of skills to the governing body and are clearly well informed about educational and management issues. Very effective use is made of governors' training courses. Governors are frequent visitors during the school day and are very proud of the way the school is developing. All statutory duties are fulfilled through a rigorous committee system. Governors are invited to contribute to the school development plan at an initial stage, and are confident in challenging decisions. They monitor the effect of their spending against achievement in school. For instance, governors are confident that the spending on information and communication technology (ICT) equipment and on a full time teacher to promote ICT throughout the school has paid dividends in improving achievement in all year groups.
28. Management has moved the school forward most effectively over the last three years. Priorities like improving standards in science and ICT have been efficiently met. The school development plan is a useful working document, driven by the headteacher but drawn up in full consultation with staff and governors. It is based on careful audit of

the school's needs, through analysis of the school's performance in national tests and on detailed evaluation of the success of the previous plan. This provides an accurate picture of the school's strengths and weaknesses. Priorities that match the school's needs are clearly established and action plans are carefully directed at raising standards. Very good use is made of support for the professional development of staff, currently linked effectively to developing the roles of subject leaders, to meet the school's needs and to promote personal professional development.

29. Financial management is very good. A deficit budget has been turned round by prudent spending and dedicated fund raising. Spending is clearly linked to school priorities. The effect of spending decisions are carefully monitored. The school makes effective use of the advice of the local authority and financial procedures are strictly adhered to.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	595,708
Total expenditure	577,353
Expenditure per pupil	2,396

Balances (£)	
Balance from previous year	(7262)
Balance carried forward to the next	11,093

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils are achieving well across the school and standards are beginning to rise.
- High priority is rightly given to the teaching of writing.
- Teachers use a range of lively teaching styles which harness pupils' interest and enthusiasm well.
- Assessment is helping in the overall development of the curriculum, but the information available is not used consistently to plan for different levels of ability in class.
- Links with information and communication technology support learning effectively.

Commentary

30. In Year 6, standards are average. Compared to other schools like Southdale Junior standards are also average. The evidence of inspection reveals similar results. Following a dip since the previous inspection, pupils of all abilities are now achieving well. The school is very aware that boys do not do as well as girls. As a result, the curriculum has been developed and resources enhanced, specifically to meet boys' needs while maintaining the impetus of girls' achievement. This is enabling boys to make good progress but has not yet impacted fully on standards. The lower achievement of boys is in line with the national trend where girls do better than boys do nationally. Boys still predominate in lower attaining groups. The very good support for pupils with special educational needs is a significant factor in their good progress.
31. The school has identified writing as an area of weakness and has successfully developed the curriculum, putting in teaching strategies to meet pupils' needs more closely. This has led to the good achievement seen across all age groups during the inspection. There are encouraging signs that standards are beginning to rise. In Year 6, overall standards in writing are close to the national average. When writing descriptively, pupils are beginning to use language imaginatively and purposefully.
32. Standards in reading in Year 6 are similar to those found nationally. The school has a range of relevant strategies to teach reading in the literacy hour and beyond. The daily short sharp sessions where pupils collaborate purposefully in pairs or groups are particularly successful because they are clearly focused on specific skills each day. This enables pupils to build on what they already know. The *buddy* reading system, where Year 6 pupils support lower attaining pupils in Year 3 is especially successful. Many Year 6 pupils show great enthusiasm for books and name several favourite authors. They are competent at using their skills to retrieve information from set texts, reference books or from computers.
33. Standards in speaking and listening in Year 6 are in line with those of most schools. Much attention is given to promoting speaking and listening skills effectively through class discussion, drama and role-play in English lessons and across the curriculum. As a result, Year 6 pupils are confident and articulate. They listen with interest to

others.

34. The quality of teaching is good overall and sometimes very good. In all classes, teachers establish very good relationships. They ask questions skilfully and value the pupils' responses. As a result, attitudes to learning are very good. Pupils are eager and

enthusiastic. They concentrate very well, only becoming unsettled when teachers spend too long on whole class discussion, or there is too much teacher talk. Lessons have clear objectives which are shared with pupils. This enables pupils to focus on what is to be learnt and leads to good progress. Whole class end of lessons sessions are well organised and provide good opportunities for pupils to evaluate their own work against the lesson objectives. However, day-to-day assessments are not used consistently to plan work for all ability groups in each class. Often the whole class works on exactly the same task. Individual targets are not always sharp enough or known well enough by pupils to be as effective as they could be in supporting learning. When asked, few pupils had a clear idea of how to improve. In the very good lessons, particularly lively teaching styles, including imaginative use of role-play and drama, promote very good learning.

35. Leadership and management of the subject are good. Careful analysis of test results and monitoring of teaching and learning have identified areas for development and are leading to an improved curriculum and better teaching. Whole-school assessment systems are thorough and track pupils' progress across the school.

Language and literacy across the curriculum

36. The promotion of language and literacy in other subjects is good. School policy encourages the use of the skills of reading and writing in other subjects of the curriculum. Reading skills are well used to enhance learning in history and geography. They are given good encouragement to use reading skills when retrieving information from the computer. They write historical accounts in a number of styles. In science pupils report their investigations accurately and in detail, and in religious education they record feelings thoughtfully. The teaching of literacy makes a significant contribution to learning in a wide range of subjects.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in mathematics in Year 6 are rising steadily.
- Good quality teaching and learning are leading to good achievement.
- Teachers' marking does not consistently provide pupils with constructive comments to help them improve.
- The subject leader's role is underdeveloped.

Commentary

37. Standards in mathematics are average in Year 6. The results were average compared to all schools nationally and to similar schools but well below average when prior attainment is measured. Current standards in Year 6 are broadly average. There are too few pupils predicted to exceed the expected level. However, lower down the school standards are above average because the quality of teaching has improved.
38. Including those with special educational needs, pupils achieve well. They make good progress and because the quality of teaching is improving some pupils in Years 3, 4 and 5 make very good progress. The better teaching has had insufficient time to raise

standards in Year 6. Throughout the school there is an emphasis on learning and handling numbers, so pupils are confident to use this knowledge to solve problems. A good understanding of multiplication tables and number bonds enables pupils to see connections between number sequences, equivalent fractions, decimals and percentages. The work of the lower attaining pupils is of good quality because of the support provided and tasks carefully matched to their needs. Although tasks are set that match previous learning, sometimes higher attaining pupils are insufficiently challenged.

39. The quality of teaching and learning is consistently good or better. Teachers are knowledgeable and enthusiastic, so pupils are very well motivated and keen to succeed. The brisk quick-fire mental activities at the start of each lesson capture the pupils' interest so they become well focused on their tasks. For many pupils learning mathematics is fun. Questioning is used effectively to extend and reinforce pupils' understanding, often challenging them to explain how they reached their answers. Because of very good relationships pupils are confident to respond to teachers' questions even when unsure their answer is correct. In most lessons tasks are carefully planned to match the needs of all pupils. However, occasionally insufficient extension work is planned for higher attainers. The good support provided by the teaching assistants benefits all pupils with special educational needs. It gives them equality of access to the curriculum. Teachers share the lesson objective with the pupils. Not enough is made of pupils' self-evaluation of their success in achieving the objectives. Very good use is made of ICT especially in the classrooms with the interactive white boards. The programs chosen help pupils to see and understand concepts more clearly. A mental maths program is used effectively by all pupils' to check the development of relevant skills. Each pupil works at their own level and pace.
40. Assessment data is used effectively to highlight weaknesses in pupils' understanding and inform planning. It is less effective in providing pupils with targets for improvement. Some marking lacks constructive comments to help pupils improve. This is an area for further development. Leadership and management in the subject are satisfactory. The subject leader has insufficient opportunity to see lessons in the subject in all year groups. This gives little opportunity to decide what priorities need to be followed up to improve standards further. As the subject is now a priority in the school improvement plan the potential is there to effectively develop the role fully. The cumulative picture of average standards and average trend, combined with a leadership in need of more whole-school development opportunities makes overall provision satisfactory.

Mathematics across the curriculum

41. The school's policy is that mathematics should be used to support learning in other subjects wherever possible. The policy is put into effective practice. Mathematics is used well across the curriculum. There are very good examples of data handling in science, and the use of co-ordinates and compass directions in geography for map reading. Measurement is used in design and technology. Because different aspects of mathematics are used in a range of subjects, this gives pupils good opportunity to practice their numeracy and other mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in National Curriculum tests have risen significantly from 2003 to 2004.
- Subject leadership is strong, giving good impetus to achievement.
- The school promotes practical and investigative skills well.
- Unusually in science, girls achieve rather better than boys.
- Teachers' good use of subject knowledge ensures that pupils learn well.

- Despite pupils' familiarity with the everyday language of science, some find it difficult to use scientific terminology.

Commentary

42. Standards in science are average overall. Achievement in Year 6 is satisfactory but it is good and frequently very good elsewhere in the school. Test results in 2004 were similar to the average of schools nationally, although they were above average compared with the results of schools in a similar social and economic context. Reversing the national trend, an unusual feature of test results is that girls do rather better than boys over the most recent years. This is a feature well known to the school. Action is being taken to raise boys' achievement. Significantly more boys are identified as having special educational needs than girls. Standards in the work seen during inspection were similar to the outcomes of tests. Test results in 2004 were a considerable improvement on those for 2003. The present group of Year 6 pupils are well on track to maintain the standard set in 2004. Pupils in other year groups are currently performing better than their age expected level. The significant improvement from 2003 to 2004 was at least partly due to a searching analysis of test results and a consequent adjusting the curriculum and teaching to remedy deficiencies. This strategy was been very successful in ensuring a well-covered curriculum that is effectively taught.
43. In all the lessons seen there was a strong emphasis on pupils engaging in practical and investigative work. In the Year 6 lesson, pupils were required to create their own key question to shape the investigation. These pupils were very familiar with scientific processes and methods. It was surprising then that while they talked very confidently in everyday language about the factors governing a fair test and what they needed to do to ensure scientific reliability, none was able to use the scientific language applied to such methods. They spoke confidently about factors to keep the same and what to change and measure but were unable to use the scientific vocabulary, '*controls*' and '*variables*'. Similarly, although in practice they were forming a key question to test by establishing probable outcomes on their prior knowledge, none were able to say that they were making a prediction or establishing a scientific hypothesis. In a Year 4 lesson on states of matter, pupils were fully engaged in the scientific process of careful observation and in this case responding vigorously to the teacher's challenge when the outcomes were not those they had predicted. In this lesson ingenious strategies were used to ensure that pupils understood and retained the basic scientific concepts of gas, liquid and solid. The strength of teaching ensures pupils learn well and has a considerable positive effect on overall achievement.
44. All the teaching seen was good or better. A substantial proportion was very good, including lessons seen in Year 3, 4 and 6. Teachers make good use of their subject knowledge. They take lessons briskly and confidently. These factors are strong incentives for learning and pupils achieve well as a result. Interesting and challenging activities fascinate the pupils. A good feature of pupils' tasks is their open-ended nature, where pupils can work well at their own level. Higher attaining pupils have opportunity to think creatively beyond the basic level expected for their age. Pupils who find learning difficult get good support and many achieve the level expected for their age. All pupils concentrate for long periods of time, producing a good volume of well considered work. Pupils show good cooperative working skills and have opportunities to be reflective, use their imagination and to follow through their own scientific ideas. It is a strength of teaching and learning in the subject that pupils are encouraged to be independent and creative. There is a very purposeful sense of direction to teaching in the subject. This stems from valuable whole-school guidance on teaching science and policy and planning that ensure effective in-depth coverage of the curriculum. Much of this sense of direction comes from the work of the subject

leader. Her leadership and management of the subject are very effective. It was especially effective at the time of a decline in test results where there was careful analysis of test papers and action taken to promote whole-school improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- School provision for ICT has improved dramatically since the previous inspection.
- Pupils' enthusiasm for the subject is shown in the eager way they approach lessons and apply the skills they have learned.
- Some of the work seen represents skills above and well above those expected for pupils' ages.
- Thoughtful and imaginative school management has led to good achievement in all classes.

Commentary

45. Pupils achieve well in the skills, knowledge and understanding they acquire. This resolves a criticism of the previous inspection when standards were below expectations. Standards now match expectations and some work is well above the standard expected. Much of the work on display is very good. The reason for this is clear in the way the subject is taught. Teaching and learning are very good. One excellent lesson was seen, teaching strategies supporting art and design that fired pupils' creative imagination and gave them a great deal of freedom of choice. This they accepted eagerly, using their own initiative to choose from a range of programs and strategies they were familiar with, creating thoughtful and sensitive memory box images reflecting their own life and experiences in the style of a famous artist. The range of work on display across the age range of the school is impressive. It covers word processing, use of spreadsheets, desktop publishing and techniques supporting art and design. Much of the work is of very high quality. It reflects the imaginative tasks prepared by teachers for pupils in many different areas of the curriculum.
46. In the lessons seen, teachers and learning support assistants showed a good grasp of ICT and interacted constructively and enthusiastically with pupils at all levels of ability. Because pupils have very positive attitudes towards learning, the enthusiasm of adults transferred easily to the very good quality of pupils' learning. A particular feature of the work in ICT is the outcome of a management decision by headteacher and governors to have the subject leader support work in all year groups when specific skills and techniques are being taught in the computer suite. This has had a range of effects. Pupils benefit because they are supported better. Teachers and learning support assistants benefit because they learn to use the full potential of available hardware and software. Consequently teaching is much more confident and learning improves. This was a courageous and relatively expensive strategic decision which has borne much fruit. The subject is being well led and managed and shows very good improvement since the previous inspection.
47. Since the previous inspection the school has improved ICT resources both in the computer suite and in the classroom. There are sufficient computers in the suite for each pupil in a class to have their own work station. Some pupils use laptops. They make good use of digital technology such as camera and microscope. The school is gradually fitting digital whiteboards and projectors throughout the building and these are being very well used by staff and pupils. Until now the school has not had the equipment to teach the monitoring and sensing element of the curriculum. However,

this deficiency has been rectified so that the whole curriculum can be taught. A key factor in achievement has been teachers' better use of subject knowledge and the strategic decision to release the subject leader to support ICT across the year groups.

Information and communication technology across the curriculum

48. Part of the criticism of ICT at the previous inspection was that the subject was not used sufficiently to support learning across other subjects of the curriculum. This is no longer the case and ICT is used very well and very successfully to support the full curriculum taught.

Word processing skills for English, desktop publishing skills for presenting history and geography, skills using spreadsheets for modelling and graphing elements of mathematics are evident both in displays and in pupils' stored work. Art and design has a high profile in the school and much of the artwork on display is of fine quality. For example, pupils completed a task creating images in the style of Mondrian but decided that with their computer painting skills, they could enhance the images using a range of computer-generated textures. The Internet is used to support pupils' research in history, geography, religious education and science. Additionally, pupils can choose to attend a lunchtime club to follow up class work or to practise specific skills that support learning.

HUMANITIES

History and Geography

Geography and history are taught alternately in units of work based on national guidance. Statutory requirements are met. No lessons were seen in geography or history. Consequently, it is not possible to make an overall judgement on provision in these subjects. Because of the organisation of the curriculum, no work in geography was available for scrutiny.

In history, standards of work on display are above average. The curriculum in history is lively and interesting. Learning is considerably enhanced by well-focused educational visits, for instance, to Eden Camp (World War II) or to the Danelaw Viking Settlement. Drama and role-play are used successfully to bring the subject to life. Pupils are successful in investigating the past through carrying out research in books and on the computer. They become increasingly perceptive and independent in gaining information from examining artefacts, including pictures and photographs.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils enjoy lessons due to imaginative teaching.
- The role of the subject leader is not yet fully developed.
- The subject makes a very good contribution to pupils' spiritual and moral development.

Commentary

49. Standards in Year 6 are in line with the expectations of the locally agreed syllabus, as they were at the time of the previous inspection. However, there has been an improvement in pupils' knowledge and understanding of Judaism and Hinduism which is now satisfactory. Year 6 pupils talk knowledgeably about the traditions and beliefs of Judaism and make simple comparisons with Christianity. Their knowledge of Christianity, drawing on Old and New Testament stories and on symbolism, is good.
50. Pupils of all abilities achieve well. Pupils with special educational needs are fully included and make good progress alongside their peers. A significant factor which promotes good achievement is the very positive attitudes to learning of the pupils.

51. Teaching and learning are good and sometimes very good. Teachers use their good knowledge and understanding of the subject to plan interesting and imaginative lessons which engender enthusiasm. Lively role-play is used to good effect to encourage thought and increase pupils' understanding of different points of view. Good opportunities for pupils to join in paired or class discussion are well organised to promote purposeful sharing of ideas.

Sometimes the pace of learning slows when the teachers' introductions or instructions go on too long. In the very good lesson, the teacher's imaginative use of music and the sensitively prepared environment led to careful reflection. As a result, pupils gained perceptive insights into why worship is important to believers.

52. Leadership and management are satisfactory. The subject leader has good expertise and provides effective support for colleagues. Her role in monitoring standards, teaching and learning is not yet well developed. Whole-school assessment systems are not in place.
53. Religious education lessons are frequently well planned to enable pupils to grow spiritually by reflecting on their own place in the school community and in the wider world. Good opportunities are also provided for pupils to consider moral dilemmas.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Very good use is made of subject knowledge.
- Consistently good teaching enables pupils to produce work that is well above the standard expected for their age.
- A very full curriculum enables very good achievement.

Commentary

54. The school is alive with pupils' artwork reflecting the full and enriched curriculum provided. The work is consistently of very good quality. It often reflects the work of well known artists. For example, the newly refurbished library has pupils' finely observed paintings that show the clear influence of Vincent Van Gogh, Picasso, Degas and Monet. Vivid computer generated paintings in the style of Mondrian are to be seen in the small hall. The work of all year groups is displayed throughout the school. The style of the Spanish architect Gaudi is demonstrated in Year 3 tiles. Year 4 show off well-finished leaves created on computer accompanied by written appreciation of leaf forms. A great deal of fine and accurate line and shade shows off Year 5 pupils' observational skills. In Year 6, pupils create images of themselves in the style of the famous Warhol image of Marilyn Monroe. Pupils draw accurately. They have a good understanding of colour mixing. They apply paint skilfully. Many skills are demonstrated in pupils' work with clay.
55. The standards achieved by pupils are a reflection of the very good teaching they receive. There is a whole-school regime of very good use of subject knowledge and expertise. In particular, a learning support assistant with a comprehensive range of art and design skills gives strong support to lessons throughout all year groups. The outcomes of very good quality teaching, well planned use of good resources, the enthusiasm and application of pupils are work of a standard well above that expected for pupils' ages. Much of the work reflects other subjects of the curriculum. History, geography, science, religious education are all seen with artistic eyes. Frequently pupils are required to reflect in words on what the art means to them. Thus the

application of their skills in art and design culminates in providing support for their spiritual development, elements of which enable them to become self confident, be proud of themselves and their achievements and to be sensitive to the world of creativity around them.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Because of very good teaching pupils' competence and understanding of music is above expectations for their age.
- An innovative experience of class violin tuition extends the musical experience for Year 3 and Year 4 pupils.
- Where teachers' knowledge is not secure inaccurate techniques are taught.

Commentary

56. Standards in music have been raised since the previous inspection and are above expectations. Pupils sing with enthusiasm and interest, producing a lovely sound. The choir can very effectively sustain a two part song, whilst in a music lesson a class sang '*London's Burning*' as an unaccompanied round. Pupils from Year 3 and Year 4 participate in class violin tuition. This has given them the skills to perform a simple tune on open strings with confidence. They keep together and in time with the beat. All the pupils really enjoy the experience. Pupils in Year 5 expertly add their own accompaniment to a well known song. In Year 6 pupils recognise the different note values and accurately clap rhythms using the notation of crotchets, quavers and minims. They can combine two rhythm patterns successfully. These pupils are also learning to play the recorder but some are still unsure of the notes.
57. All pupils, including those with special educational needs, make good progress. Overall achievement is good. In the best lessons achievement is very good. Pupils enjoy their music sessions and work well together.
58. The quality of teaching overall is good. Where teachers have expertise in music, teaching and learning are very good. Teachers' knowledge and enthusiasm motivate pupils to succeed and they remain well focused and interested throughout the session. Because the teacher makes learning the violin fun, pupils in Years 3 and 4 enjoy the challenge. Teachers' high expectations ensure that standards are improving. Very good relationships encourage pupils to respond with confidence. However, in one lesson pupils were allowed to play the recorder using incorrect fingering, which impeded their performance and development of skills.
59. The leadership and management of the subject are very effective. The subject is managed enthusiastically and as a result standards are rising. Pupils' achievement benefits from opportunities to perform for parents and in the local community. There is a vibrancy to instrumental tuition, especially in learning to play the violin where the school is part of a trial project teaching whole classes.

Design and technology

No lessons were seen in **design and technology** and no judgements can be made. The evidence gathered was limited to a project completed by Year 6 pupils on moving toys. The work is well conceived and well completed. It demonstrates a secure understanding of a design, make and evaluate process. Pupils applied this understanding competently in their well finished moving toys.

Physical education

Because there were no lessons observed in physical education no judgements can be made about standards or provision. However, the knowledgeable and enthusiastic subject leader has developed a range of sporting activities and links with other schools, providing the pupils with many opportunities to participate in inter-school matches and further extend their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health education and citizenship

No lessons were seen in **personal, social and health education**. However, there is a school policy and scheme of work and younger pupils regularly have circle time (a special time when pupils sit in a circle and are encouraged to discuss difficult issues such as bullying or other personal matters). For older pupils problems are discussed as they arise, often as part of a religious education lesson. Attitudes are very good and pupils respect each other. Staff attribute this to the ethos of the school, the opportunities the older pupils have for caring for others. Visitors to the school such as the school nurse provide pupils with an insight into adult life. The subject is well led and has a very positive effect on the pupils' personal development. The school makes very good provision for the developing the pupils' sense of citizenship, especially through the formation of a School Council. Classes enjoy discussions about how they can seek to make their school a better place. The outcomes of the council's debates are taken very seriously by the school and acted upon wherever practical.

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

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