

INSPECTION REPORT

OSSETT TOWNGATE PRIMARY SCHOOL

Ossett

LEA area: Wakefield

Unique reference number: 108196

Headteacher: Mrs E Mellor

Lead inspector: Mrs C McBride

Dates of inspection: 24th - 26th January 2005

Inspection number: 267442

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 years
Gender of pupils: Mixed
Number on roll: 200

School address: Whitley Spring Road
Ossett
West Yorkshire

Postcode: WF5 0QA

Telephone number: 01924 302865
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Appropriate authority: The Governing Body
Name of chair of Mr W Ossitt
governors:

Date of previous January 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Towngate is an average sized school situated in a residential part of Ossett, to the west of Wakefield. The 200 pupils on roll are mainly from the local area. Almost all families are of white, British heritage and many have professional backgrounds. Although this is a popular school, the decreasing birth rate in the area is reflected in the falling roll and it is undersubscribed in the infant classes. Although there are more or less even numbers of girls and boys on roll, some year groups are imbalanced; in Year 4 there are twice as many girls as boys; Year 6 has the reverse situation. Fewer pupils are entitled to free school meals (6 per cent) than in most primary schools and fewer than usual pupils in Years 1 to 6 are identified as having special educational needs; of these, none have statements. The type of pupils' needs is varied and includes both physical and learning difficulties.

Extensive refurbishment work to the building since the last inspection includes a nursery unit, which opened in January 2005. The first children to attend started a fortnight before the inspection and others started in the inspection week. In previous years, assessments made by the school show that at the start of the reception year children's attainment is broadly similar to that of others their age. Children start school in the September of the year in which they are five and attend part-time for the first term in reception.

The present headteacher took up post in September 2001 and the deputy head in September 2002. The staff is mainly long-serving, but the school has experienced an unusually high rate of teaching and support staff absence since 2000. Since the last inspection, the school has achieved the

following nationally recognised awards: 'Investors in People', DfES 'Achievement Award' in 2003 and the 'Basic Skills Quality Mark'.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2810	Mrs C McBride	Lead inspector	English as an additional language Information and communication technology Design and technology History Music
9843	Mrs S Drake	Lay inspector	
1065	Mr J Hagan	Team inspector	Mathematics Science Physical education
30724	Mrs D Hiscock	Team inspector	The Foundation Stage Art and design Geography
32347	Mrs J Brighthouse	Team inspector	Special educational needs English Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils enjoy learning and achieve well over time. Teaching is good; relationships within the school community are very good. The headteacher, senior staff and governors lead and manage efficiently and effectively; they have the confidence of parents and pupils. The school gives good value for money.

The school's main strengths and weaknesses are:

- High standards in English and particularly in writing; pupils' achievement in science, information and communication technology (ICT) and music is good;
- Children get off to a flying start in the Foundation Stage;
- Provision for pupils with special educational needs is good;
- Pupils' attitudes to school are very positive and relationships are of a high order;
- The headteacher and deputy head work as an effective team in maintaining high standards, despite the difficulties posed by staff absence;
- Pupils could achieve more in mathematics in Years 1 and 2;
- Achievement in religious education is not as good as it could be in Years 5 and 6.

Given the school's history of staff absence and change since the last inspection, it has done well to make significant improvements to its standards and to maintain them. Areas outlined by the last report have been mostly addressed, but there is scope for even more improvement in the opportunities for pupils to show initiative and work independently in some lessons. The school's accommodation is much improved.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. A indicates a result in the highest 5 per cent of schools nationally.*

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

Pupils' achievement is good. Children make a really good start in the Foundation Stage and from there, they progress well over time. By the end of the reception class, children meet, and more often exceed, the expectations for their age in most areas of learning. The school's test results have improved significantly since 2001. At the ages of 7 and 11, standards in test results are matched by those noted during inspection. In the infant and junior classes, standards are highest in English, particularly in writing. Pupils' achievement in science, ICT and in music is also strong. Achievement could be better in the infant classes in mathematics and for older junior pupils in religious education, where standards are below average at the age of 11. Pupils with special educational needs gain confidence and make good headway in relation to their difficulties. Most pupils who are especially able progress well overall, but could achieve even more in the aspects where they show greatest potential.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attendance levels are above average and children are punctual. Pupils' behaviour and their attitudes to learning are both very good. There have been no exclusions in the last academic year. Although a very small number of parents voiced concerns about behaviour and bullying in the junior classes, this was not backed by inspection findings.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good. Pupils' rate of learning is fastest in the reception class and in Years 4 and 6, where teaching is often of even higher quality; lessons are exciting and give pupils more chance to try things out or follow up their own ideas. Relationships between teachers and pupils are very strong; adults give pupils of all abilities great encouragement and support, and some classroom support assistants make outstanding contributions to pupils' learning. English, science, ICT and music are taught particularly well because teachers have good subject knowledge. Although the quality of lessons is good overall, mathematics could be taught more effectively in the infant classes. Homework is used effectively to promote learning.

The curriculum is of good quality. The school uses innovative ways to increase pupils' motivation and enrich their experiences and enjoyment. There is a satisfactory range of after school clubs and activities, which enable many pupils to develop their skills and talents. Satisfactory links are made between the school and the local community and with other schools in the area. Pupils benefit from a lively and stimulating learning environment. A careful eye is kept on pupils' welfare, health and safety, and the trusting relationships between staff and children are central to the school's success.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Governors use their skills and expertise well in supporting the school; they know the school's strengths and weaknesses well and plan carefully for its future needs. Under the very good leadership of the headteacher and senior staff, the school is aspirational; it achieves challenging targets, often having to overcome difficulties in the process. Staff development and training are strong features of the school's management. Although staff absence has dogged the progress of some subjects, other critical aspects of the school's work, such as English, ICT, the Foundation Stage and special educational needs, are all developing at a good rate, as result of good leadership and management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

This is a popular school and the vast majority of parents hold it in high regard; they have confidence in the headteacher and staff and feel that their children achieve well. A very small number of parents expressed concern about the school's provision for pupils with special educational needs; inspection findings are that these pupils make good progress and that the school supports them well. Pupils like coming to school and enjoy their work and opportunities to socialise and make friends. The school pays good heed to the views of parents and pupils and acts upon them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Increase pupils' achievement in:
 - mathematics in Years 1 and 2;
 - religious education in Years 5 and 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good and, in most subjects, the vast majority reach at least average or better standards at the end of both key stages.

Main strengths and weaknesses

- Standards in English are high; achievement in writing is particularly good;
- Pupils achieve well in science, ICT and music;
- Pupils in the infant classes could achieve more in mathematics;
- In Years 5 and 6, achievement in religious education could be better.

Commentary

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

Standards in:	School results	National results
English	30.0 (28.9)	26.9 (26.8)
mathematics	28.9 (30.6)	27.0 (26.8)
science	30.7 (31.3)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
reading	17.1 (16.8)	15.8 (15.7)
writing	16.5 (16.4)	14.6 (14.6)
mathematics	16.6 (15.9)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

1. The school's commendable performance in national tests since 2001 is mirrored by inspection findings. This success has been especially hard won considering the high levels of staff absence since 2002. In most respects, the school has coped well in lessening the impact of an unsettled staffing situation and pupils of all abilities do well. However, in the few circumstances where achievement dips, staff absence is a contributory factor.
2. Most children have a good footing from which to start school. The new nursery is already building well on this and the reception class accelerates pupils' learning rapidly. By the end of the Foundation Stage, it is therefore not surprising that children are often in advance of the expectations for their age in most areas of learning.
3. From this point, pupils' progress varies and their achievements mirror the effects of teaching. Where subject knowledge and expertise is strongest, pupils achieve more and reach higher standards throughout the school. English, for example, is taught particularly well and standards are above average. There is a similar picture in

science, ICT and music. Where teaching is not as strong, standards are not as high. This explains the reason for lower standards in mathematics in the infant classes and, to some degree, in religious education in the older junior years. Additionally, the leadership and management of both these subjects have also been hampered by long-term staff absence.

4. The school has not sacrificed the other aspects of its provision to achieve such good test results and it maintains a broad and varied curriculum. Consequently, pupils achieve well in other subjects and reach standards that are at least comparable to most children of their age.
5. There are fewer pupils with special educational needs than usual in most primary schools but their needs cover a wide range. They are supported well in their learning and in the development of their social skills and they achieve well against the barriers they face. The school has prioritised the need to develop its provision for pupils with outstanding gifts or talents. It recognises that whilst they reach high enough standards in most subjects, they could be taken even further in those areas where they show real promise. This view is matched by inspection findings.
6. Boys and girls achieve equally; where there are uneven numbers, the school has recognised the need to adapt teaching methods and approaches. As a result, the predominance of boys in some classes does not affect the progress of either group.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and attendance are all very good, as is their social and moral development. Their spiritual development is good and their cultural development is satisfactory.

Main strengths and weaknesses

- Very strong relationships throughout the school help to create a happy working atmosphere;
- Pupils behave very well, in response to the school's high expectations of them;
- When given the opportunity, pupils relish taking on responsibility;
- The school provides pupils with too few opportunities to prepare them for life in a multicultural society.

Commentary

7. Pupils like their school, giving as one of their main reasons for this that staff members and other pupils are friendly and helpful. The school operates as a relaxed, yet businesslike, community in which pupils are confident because they are encouraged to see mistakes as a natural part of learning. They settle well to individual tasks, become closely involved in their work and persist well even when they find it difficult. Pupils work very well in teams and small groups, listening well to other's ideas and making sure that they include fully those who, for instance, have special educational needs. They are positive and supportive when evaluating each other's work. They enjoy learning and do not want to miss out, which means that it is unusual for them to be absent. Their attendance is well above average and the punctuality of the great majority is very good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.0
National data	5.1	National data	0.4

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

8. Although a very small number of parents voiced concerns about behaviour and bullying in the junior classes, this was not backed by inspection findings. Staff are consistent in their high expectations and encouragement of pupils' standards of behaviour, with the result that, from the youngest to the oldest, both in and out of the classroom, pupils behave very well. They are thoughtful, welcoming and polite. There has been no need to exclude any pupil in recent years. Through assemblies, personal education lessons and their own good example, staff give pupils very clear guidance on how communities work effectively.
9. The school operates a 'Golden Time', which is a period of one hour each week when pupils take part in a variety of self-chosen activities, each of which they pursue for a half term. Activities range from sports to crafts to board games, and are all of good educational value. This is a celebration of pupils' talent and an opportunity for them to extend their abilities through curriculum enrichment and to develop their independence.
10. The school is continuing to develop an expectation of pupil independence and they are taking up the challenge well. Even the youngest nursery and reception children, who had only been in school for two weeks, show signs of great self-confidence and initiative. Older pupils carry out their areas of responsibility well, including seeking the youngest children's opinions and representing them at school council meetings. These meetings are ably chaired and minuted by pupils from Years 5 and 6. Together with the representatives from each year group, they have already got a third of the way to reaching their challenging £1000 goal for fund raising for victims of the recent Indian Ocean tsunami. Such generosity confirms pupils' strong social sense and awareness of other's needs. In assemblies and lessons, they are encouraged to explore their feelings, reflect on their attitudes and grow in their appreciation of the world. During the course of their work, they develop some understanding of other cultures and beliefs and the school has links with a primary school in South Africa. However, most of the chosen subject matter of lessons stems from European countries; the range of work related to different faiths, beliefs and lifestyles to be found in religious education requires improvement. The school promotes racial harmony to a satisfactory degree but, overall, more could be done in providing pupils with a wider range of opportunities to help them prepare fully for life in a multicultural society.

Exclusions

11. There have been no exclusions in the past two school years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching is good. It is strongest in the reception class and in Years 4 and 6.

Main strengths and weaknesses

- In two out of every three lessons, the quality of teaching is good or better;
- Relationships between teachers and their pupils are very strong;
- The best quality teaching is highly successful at promoting pupils' independence and initiative;
- There are weaknesses in the teaching of mathematics in the infant classes, and in religious education in the older junior classes.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5)	11 (28)	16 (40)	11 (28)	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.

12. The traditionally strong relationships and good discipline throughout the school are a bedrock which has enabled the overall good quality of learning to be sustained during a difficult period. Nonetheless, the rate of learning has some variations between year groups and in different subjects, depending on the quality of teaching, which ranges from excellent to satisfactory.
13. The last inspection raised issues about the degree of pupils' independence in their own learning and the opportunities for them to show initiative. This has been addressed well by some teachers and it is in the classes where this approach is strongest, that the best teaching is seen. Where there are weaknesses in learning, it is often because teachers over-direct pupils and leave them too little scope to investigate or record work independently. The high quality lessons seen in the reception class and in Years 4 and 6 share common features. Lessons are exciting and teachers ensure that pupils remain motivated; activities are well timed and pupils have plenty of opportunities to work in pairs or groups, to develop their ideas and to use different methods of recording their work, other than worksheets. Teachers use their time flexibly and judge whether pupils have drawn the most from an activity, are losing interest and are perhaps ready to move on. Pupils in Year 4, for example, gained much from a morning of science activities that allowed them to work in groups and to investigate different aspects of electricity. One group decided to set out their findings on the computer; the teacher was only too pleased to help and praised them for thinking of a different way to communicate their ideas. Whilst there are lessons in each year group that reflect this approach, the school is working towards establishing it as consistent, everyday practice in each class.
14. The lively, interactive style of teaching used in Years 4 and 6 also offsets the imbalance between the numbers of boys and girls in these classes. The boys say that they enjoy the opportunities for practical work and activity; the girls are not overpowered, as they have the chance to put their ideas forward in group work and discussion.
15. The quality of work by support staff is good overall, including some examples of outstanding practice with groups of pupils who find learning more difficult. They play

a vital role in ensuring the good progress of all those who participate in the 'booster' programmes. The strong level of liaison between the teacher who co-ordinates the special needs provision, the class teachers and support staff results in a coherent programme for each pupil. Everyone, including the pupil, knows the next targets to be achieved and the work to be undertaken.

16. The school has made positive moves to increase pupils' knowledge of their own progress. Some marking now shows excellent examples of pupils evaluating their own work and developing self-reflection. As with the development of pupils' independence in lessons, there are pockets of good practice but it is not consistent throughout the school, and the agreed policy for marking needs to be followed more closely.
17. A small minority of parents expressed concern about the amount and consistency of homework. The school gives clear guidance about what is to be done in each year group and some innovative practice is used, for example in Year 6. Pupils are able to log onto the school website and download their homework; they may also complete it and email it back for marking. Those without Internet access at home can complete work on floppy disk and bring it into school for printing.
18. Areas of subject strength in the school are taught with more confidence and the rate of pupils' learning increases accordingly. English, science, ICT and music are taught particularly well and it is in these subjects that pupils' learning accelerates. Although the quality of lessons throughout the school is good overall, mathematics could be taught more effectively in the infant classes. Work is not always matched well enough to pupils' needs; in some lessons, higher attainers are not stretched far enough and lower attainers find it too difficult. Whilst teachers' assessment of pupils' work is generally accurate, in mathematics it is not sharp enough to pinpoint exactly what pupils have learned and the next steps to be taken. Religious education has had a low profile for some time and, although teachers' subject knowledge is now picking up, it still does not compensate for the gaps in pupils' knowledge which have accumulated by the time they reach the older junior classes.

The curriculum

The school's curriculum interests and motivates pupils; it meets their needs and is enriched by a good range of learning experiences. Accommodation and resources are good overall and have significantly improved since the last inspection.

Main strengths and weaknesses

- Provision for pupils in the Foundation Stage is very good;
- The curriculum supports the progress of pupils with special needs well but it could offer greater opportunities for pupils who show special talents or skills.

Commentary

19. The school manages to achieve a good balance between the focus on core curriculum subjects, which is necessary to maintain high standards, and a range of worthwhile learning activities. The headteacher and key staff have set a determined agenda for refreshing and revamping the curriculum. Several initiatives aimed at introducing more opportunities for creativity have been implemented. For example,

themed weeks in which the work of the whole school is focused on creative arts or physical education have increased pupils' enjoyment and supported staff in developing different teaching approaches. Prolonged periods of staff absence have blunted this important development, but the successes enjoyed have spurred the management team to press on.

20. Outside normal lesson time, additional opportunities provided by the school enrich pupils' learning. In particular, a high profile is given to music provision with opportunities for pupils to play musical instruments, participate in concerts, both on their own and with other schools, and attend extra music sessions as part of their 'Golden Time'. Extra-curricular activities such as football, and at other times of the year, dance, art, athletics and cricket, are also on offer. These activities allow pupils with gifts or talents to develop further, but they are the main means of taking pupils forwards. The school is at the preliminary stages of increasing this provision and, whilst it is satisfactory, it could be better. Residential visits for Years 5 and 6 provide an extra dimension to the pupils' learning; Year 6 pupils enthusiastically recalled the excitement of these visits.
21. Although it is a very recent addition, the nursery is already adding a valuable dimension to the school's provision for the Foundation Stage. The teacher with responsibility and her team know the needs of young children well and the curriculum is lively and interesting; it stands children in good stead for the later stages of their education by helping them to settle quickly at school and to develop the skills needed for effective learning.
22. Recent improvements to the school's accommodation are already having an impact on pupils' learning opportunities. The hall extension has enabled provision in physical education to be improved and drama now plays a greater role in the development of language and communication skills. The addition of an ICT suite and laptop trolley has enabled a much greater degree of challenge in this subject and standards have risen quickly. New administration areas have provided extra working space for pupils and staff, as well as additional security.

23. Library provision and access for pupils to non-fiction materials remains inadequate. The school recognises that improvements need to be made and has identified it as a priority area for action in the school development plan.

Care, guidance and support

The school provides good quality care, guidance and support for its pupils and involves them well in its work and development.

Main strengths and weaknesses

- Adults have a good knowledge of pupils' needs;
- The very good quality relationships mean that pupils have great trust that staff will help them;
- Staff listen well to pupils and act upon what they hear.

Commentary

24. The school monitors pupils' achievements and personal developments carefully and staff work hard to provide individual solutions and support according to pupils' different requirements. The good liaison between school, parents and outside agencies relating to pupils with special educational needs ensures that they are well supported. Staff listen carefully to pupils; their views are taken into good account when planning developments, for example the recent improvements to cloakroom areas. Personal, social and health education (PSHE) lessons are used well as an opportunity to discuss issues of particular significance for a class. The arrangements to help newcomers grow used to school life, particularly children entering the Foundation Stage, are very good and help them to settle quickly and happily.
25. There are suitable arrangements to ensure child protection, with administrative as well as teaching staff having received training in this important area. The school conducts detailed risk assessments before taking pupils on educational visits and is currently drafting its health and safety policy, which outlines individual responsibilities and reflects the generally good practice around school. There is a good emphasis on healthy lifestyles, with older pupils leading younger ones in 'Fitbod' exercise activities at lunchtime, to the great enjoyment of all those involved.

Partnership with parents, other schools and the community

The school's partnership with parents is good; that with other schools and the wider community is satisfactory.

Main strengths and weaknesses

- The school provides good quality information for parents, although it also needs to offer them opportunities to discover how their children are taught;
- Parents support the school well in a variety of ways.

Commentary

26. The prospectus provides a welcoming, informative introduction to the school, which is followed up by a friendly, helpful booklet for parents of new nursery children. Once their children are members of the school, parents and carers are kept well up-to-date with school events and what their children are learning, through regular newsletters. At the beginning of sessions, parents with children in the Foundation Stage have very good opportunities for conversation with staff, and parents with older children say that they find the teachers approachable and helpful. They are very satisfied with the school's provision for their children but would appreciate the opportunity to find out more about how mathematics, in particular, is taught. They are interested in their children's education and want to help them. This means that they support their homework, that good numbers provide regular or occasional help during the school day and that the parent/teacher association can be relied on to raise funds for the extras of school life. Parents are kept well informed about their children's progress through their biannual discussions with class teachers, which include the setting of targets for improvement, and through the good quality end of year reports.
27. Through the school's membership of the local group of schools, staff have opportunities to discuss items of mutual interest, such as physical education or the development of pupils' independence skills. There are the usual links, as seen in most primary schools, to help ease pupils' transfer to the high school. For example, a joint project with Year 7 secondary school pupils on drugs education is being undertaken. The local vicar regularly takes assembly and a local business provides wood for work in creative and practical subjects when necessary. Other links with the wider community, such as with the local football team or with places of interest such as Oakwell Hall, are used well to enhance the development of pupils' sporting skills or understanding of life in different times.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and key staff is very good. Governance is good. Some important aspects of the school's provision are also led and managed well by the teachers with responsibility for them.

Main strengths and weaknesses

- The leadership and management of the school aim high;
- The school's self-evaluation is accurate; it knows its own strengths and weaknesses and is committed to continual improvement;
- The governors, headteacher and key staff work as an effective team.

Commentary

28. The school's achievements and successes have been hard won against the significant problems caused by unusually high levels of long-term staff absence since 2000. This continues to be a barrier to raising achievement and bringing about improvement, which the headteacher, key staff and governors have so far successfully overcome. The headteacher has a clear vision for the school; staff and governors are all significantly involved in the development planning cycle. This results in the building of successful partnerships between all members of the school community.

29. Governors are fulfilling their statutory duties and do a good job in checking on how well the school is making progress against identified priorities; they are actively engaged in the process of drawing up the school development plan, in formulating policies and in checking up on their implementation. Governors use their skills well to support the school and show great keenness and enthusiasm for the areas to which they have been assigned the oversight. For example, the committee involved in personnel issues plays a vital part in appointment procedures. They bring a high level of professional experience to this area, which serves the school well. Governors keep a close eye on the school's performance and know its strengths and weaknesses well. They monitor the opinions and views of parents and have a good understanding of the rates of 'customer satisfaction' expressed in questionnaires and surveys undertaken by the school.

30. The management team have set out a clear agenda for continuous school improvement; they have not been content to rest on the good achievements already secured and have pressed on with school improvement despite the odds against them. National initiatives are taken on board and the school copes well with implementing requirements, such as performance management and the Workforce Reform initiative.
31. The headteacher and deputy head both set an excellent example for staff through their teaching and involvement with enrichment activities. When the need has arisen, they have also shouldered responsibility for subjects during periods of staff absence. The school evaluates its performance well; issues identified by the inspection came as no surprise, and the school had already implemented action to address most of them. Questionnaires and parental surveys show that the vast majority of parents have confidence in the leadership and management of the school. Inspection findings show that this is entirely justified. The school's 'Investors in People' national award status reflects a strong commitment to the continuing professional development of all staff. Support staff have their own performance management process. The deputy head, as manager of this aspect, encourages them to develop their skills through training, both in school and through external courses. This pays dividends in the high quality work that some are able to offer in supporting both pupils and teachers.
32. Whilst absence has held back development in some subject areas such as mathematics, the leadership and management of others progresses well and is leading to strong performance by the school. The Foundation Stage and provision for pupils with special educational needs are led well as are English, science and ICT.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	537,899	Balance from previous year	77,357
Total expenditure	488,301	Balance carried forward to the next	49,598
Expenditure per pupil	2,359		

33. Governors have a good level of involvement in the strategic planning of the budget and financial matters; their knowledge and expertise in this area is of great value to the school. The finance committee has an excellent understanding of future demands; together with high quality school administration support and the work of the bursar and assistant secretary, the school's finances are managed very well. There are careful projections relating to the school's falling roll. Balances carried forward from the previous and current year's budgets have been allocated to the building project, which has brought significant benefits to the school. In both years, money has been reserved for staffing costs to lessen the impact of a reduced budget. The school receives no additional funds or grants for special needs provision and allocates a generous amount to sustain the levels of support it offers. The budget allocation is average compared to most primary schools but the school is an effective one, that makes the most of what it has and provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good. The very effective preparations and communications with parents, carers and the agencies involved in setting up the new nursery have ensured a remarkably smooth start for even the youngest three-year-olds. At the time of the inspection, many of the nursery children had been in school for less than two weeks. They arrive with skills that are similar to those of most children of the same age. In reception, children achieve particularly well in the six areas of learning. Teaching is very good and is enriched by the high quality contribution of the nursery nurses. Accommodation is very good. Purpose built areas and outdoor facilities for the nursery have added flexibility of use to the existing areas for the Foundation Stage overall. Resources are good and staff use them in impressive ways to deepen and quicken children's learning. Very strong leadership and management have built substantially on the findings of the previous report, through continual improvement in the quality of activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children in the nursery are guided gently into the pattern of the day and make good progress in their personal skills;
- Very well designed activities and positive relationships build children's skills of learning independently.

Commentary

34. The children who have started in the nursery have settled very well to the new experiences and routines; so much so, that even the very youngest children co-operate with adults new to them and deal with their own belongings very well. In reception, adults plan activities perceptively. This not only makes the day an exciting round of activities but also develops children's skills so that they achieve without the continual support of adults. They can make decisions, manage things for themselves and become absorbed in activities with their classmates. The progress they make and their next targets for learning are shared with parents. As a result, children can and do learn through play for sustained periods of time. At the start of Year 1, their skills are above those set out for children their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children in the nursery listen and respond eagerly;
- The high quality of conversation, and the development of skills for reading and writing across all the areas of learning, help children in reception to learn rapidly.

Commentary

35. Children in the nursery quickly build the confidence to talk in front of others and join in the stories and rhymes. Activities are planned to build robustly on their knowledge of print, books and writing. In the short time they have been in the nursery, they are already making good headway in their literacy skills. In the very effective lessons in the reception class, children ponder intriguing ideas and are prompted to think and describe these with increasing precision. They benefit from the breadth of literature, have a strong understanding of story and the use of non-fiction. In fact, the questions that many children raise show that they are very involved in the events in stories. Although most children have a typical knowledge of letter sounds and blends, and use them well, the range of writing they experience is very good. As a result, they write their messages with real thought and purpose. Overall, most of the children surpass the goals for this area of learning by the end of their year in reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- In the nursery, teaching through rhymes and song makes numbers fun;
- Mathematical language and experiences are linked very well into many areas of learning and children gain a lot from the wide range of activities in reception.

Commentary

36. Children in reception achieve well in their understanding of number and mathematical ideas. Most of the children are on course to fully attain the expected goals and those who have the capacity to achieve more in their dealings with numbers, do so. All the children have made substantial progress from their start in school. The rich breadth of their experiences builds firm foundations for mathematical understanding. The majority of children can count to 20, combine and subtract numbers to 10 and one or two higher attaining children can deal with numbers such as 44 and 87 with ease. Nursery children enjoy handling the good range of resources for sand and water and can count towards 5 together. One or two of this small number of children are competent with numbers to 5.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Some of the activities provided for children to explore and investigate are outstanding.

Commentary

37. Children's growing awareness and understanding of time, place, ideas and beliefs is very good. Moreover, the scientific ideas that abound in skilfully planned activities develop and transform children's thinking. Adults use simple, unsophisticated

resources very creatively to develop a rich variety of understanding. Resources in the nursery form a strong start for this keen exploration. Over the course of one school day, for example, children observed the process of ice melting and fluids converging. Their understanding of important scientific concepts progressed rapidly, as did their use of scientific vocabulary. It is, therefore, unsurprising that children learn to handle words about change, differences, and similarities with confidence and ease.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children in the nursery enjoy a good variety of activities outdoors;
- Children's achievement in dance is outstanding.

Commentary

38. Children in the nursery have good opportunities to develop their skills in handling small and large resources as they play. A very good range of experiences are planned to increase strength and stamina, particularly outdoors. In the brief period of time since starting school, they are making good progress. Reception children have few comparable resources for outdoor activities, but the addition of the nursery accommodation now affords the opportunity to resolve this gap. This is a key priority area for action in the school's plans for development.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children play imaginatively for long periods of time;
- Children's achievement is very good because adults set high levels of challenge for them.

Commentary

39. Although only two weeks into nursery, the older three-year-olds are showing enormous enthusiasm for creative activities. They delightedly mix paint in two colours to hand print and are keen to point out the purples and greens they can make; they are eager to sing and to play with others. Reception children play with great imaginative energy; they sustain their ideas for much longer periods of time than most children of the same age, without adult intervention or involvement beyond a prompt or a supportive commentary. Adults equip the children with props for play and the space to develop and they do so with vitality and for long lengths of time. In a hugely expressive and dynamic dance lesson, reception children responded imaginatively and skilfully, using new ideas to add zest to the scope of their existing dance patterns and musical interpretation; they gave an outstanding performance, far beyond that typical for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Achievement in English is good and standards are high;
- The quality of teaching is good overall, with some very good features;
- Library provision and organisation of non-fiction resources is in need of improvement.

COMMENTARY

40. The school has had a strong focus on English over the past four years and standards have shown a steady upward trend, particularly in writing. The Year 6 test results in 2004 show a rise in pupils' attainment and reflect standards well above the national average. Inspection findings support the school's view that this is an area of strength. The school's assessments suggest that the current Year 6 will also attain high standards in 2005. Pupils in Year 2 are performing well and most pupils are in line to reach average or better standards by the end of the year. All pupils are making good progress throughout the school.
41. Pupils achieve well in speaking and listening because this area of learning has been made a recent focus and teachers place importance on developing these skills. For example, in a lesson observed, Year 4 pupils of all abilities were challenged to participate in debate, successfully developing these skills as they discussed the fate of an 'alien egg' that had landed on earth. Good teaching and a wide range of planned activities provided in literacy lessons and across the curriculum lead to increased confidence and development of these skills. In Year 6, pupils demonstrate confidence when sharing thoughts and ideas with adults and their classmates.
42. Pupils achieve well in reading and standards at both key stages are above average. Pupils in Year 2 read their own work accurately, fluently and with expression. Older pupils make good progress in their reading and pupils in Year 6 demonstrate a good understanding of what they have read. Year 6 pupils show an interest in reading and readily discuss books read at home or their visits to the local library. The school identified that standards in reading were not as high as in writing and put in place strategies to address this, with increased reading time allocated to each day. Comprehension skills were given a high focus and work in pupils' books now reflects the time spent on developing these skills in both the infant and junior classes.
43. Pupils achieve very well in writing. Assessment is good and enables teachers to match work accurately to pupils' needs. Pupils in Year 6 benefit from personal discussions with the teacher about their work and, as a result, have a clear idea of how they can improve. Writing tasks are relevant, varied and interesting and there are opportunities for pupils to write at length and develop their ideas. Classrooms offer a literacy rich environment, with pupils' writing supported well through prompts, examples and informative displays. Standards of presentation and handwriting vary, as some teachers have higher expectations than others in this area. Where marking is good, it offers pupils constructive ways to improve their writing, but this is not a consistent picture throughout the school and there is scope for improvement.
44. Overall, the quality of teaching and learning in English is good. Lessons are well planned and resourced and pupils are clear about what they are going to learn. Teachers use a good range of teaching styles and interesting activities; they make good use of questioning to build on prior learning. Support staff are deployed effectively to support pupils with special educational needs or those who need an extra boost. Pupils gain much from the work they undertake in small groups, when they are withdrawn from class to improve specific skills in reading and writing.
45. The leadership and management of the subject are good. The headteacher, as co-ordinator, has good subject knowledge and expertise. She monitors standards

closely and having identified areas for improvement, she takes action to ensure that high standards are maintained.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

46. The use of literacy skills across the curriculum is good. Subjects are well integrated and there are many opportunities for pupils to develop their reading, writing, speaking and listening skills in a range of other subjects. During the inspection drama, for example, was used very successfully by pupils in Year 3, to reinforce history work about evacuation in World War II.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- In Years 1 and 2 pupils could achieve more;
- Progress is good in the junior classes;
- Teaching is particularly strong in Years 4 and 6.

Commentary

47. The school's performance in the national tests at the age of 7 has been below average when compared with all schools. It has been well below average when compared with schools with pupils from a similar background for three of the last four years. In the most recent tests the results were slightly better. Long-term absence of key staff in Years 1 and 2 has hampered development and affected the school's performance. The subject has also been on the back burner whilst other priorities have been pursued and the school has not done as well in this subject as it has in reading and writing. Whilst the vast majority of children reach the national average, the school does not get as many to the higher Level 3 as other schools do.
48. At the age of 11, the school's performance is stronger. Over the last three years, results have been much better than those in most schools nationally. When compared with similar schools they have been above average or better.
49. Inspection findings are that the majority of pupils meet the national average at the ages of 7 and 11. Over time pupils achieve well but the rate of progress children make is much better in the junior classes. Whilst it is satisfactory in the infant classes, it could be better for some groups.
50. Overall, the quality of teaching is stronger in the junior classes. It is particularly good in Years 4 and 6. In both these classes, a strong emphasis is placed on the importance of pupils making decisions and explaining the strategies they use to work out answers. The clarity of the teachers' explanations and the quality of their demonstrations, enable pupils to make good gains in their learning and understanding of the concepts being taught. During the inspection, an excellent lesson was seen in Year 6. From the word go, the lesson moved at a fast pace. Time limits were set for each task and these concentrated children's minds as they strove to complete the work within the time allocated. ICT resources were used to very good effect in supporting learning. The activities provided all pupils with a good level of challenge. Children who were less secure had the confidence to ask the teacher for extra support, and this enabled them to make significant gains in their

learning. The final part of the session was used very well to draw together what they had learned.

51. In the infant classes teaching is satisfactory. There are two areas where improvements are needed in Years 1 and 2. The systems for assessing pupils' progress do not provide a clear enough picture of where each child is within a level or particular aspect of mathematics, and the information the school has is not used effectively enough to plan the next stages of work. As a result, work is not always well matched to pupils' prior attainment. There are occasions when the work is too easy for some and too hard for others, and all children complete the same worksheet irrespective of ability. This slows the progress for higher attainers. Too much time is given to completing the worksheets and this reduces the opportunities for pupils to develop mental arithmetic strategies or to explain the reasons for their answers. In some lessons the teaching assistants are used to great effect, particularly in supporting pupils with special needs, whilst in others best use is not made of their time. In all classes, the quality of relationships is very good and pupils respond well to their teachers and behave very well.
52. A key issue from the last inspection was to raise standards in mathematics. This has been achieved in the junior classes but, whilst there is evidence of some improvement, in the infant classes more still needs to be done. Most pupils enjoy their mathematics lessons; however, enjoyment and excitement is much more evident in some of the junior classes. A real buzz of interest is generated amongst the class by the teacher's enthusiasm in Year 6.
53. Subject leadership is satisfactory but has been affected by the absence of the teacher with responsibility. Detailed analysis of pupil's work has identified aspects where children do well and those where a stronger emphasis is needed. The school's own evaluation is accurate and mathematics is now a main priority in the school improvement plan. Recent issues have been identified but the actions needed to bring about improvement have not always been followed through with sufficient rigour. As a result, there are inconsistencies in the school's work which need to be ironed out. The use of display and the classroom environment to support learning in mathematics is one example.

Mathematics across the curriculum

54. Opportunities for pupils to use their mathematical skills in other areas of the curriculum are good. They produce graphs and are regularly involved in reading scales and measuring objects to support their work in other subjects, such as science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well over time;
- There is a strong emphasis on practical activities;
- Pupils have a good grasp of the principles of fair testing;

- Marking of work could be improved.

Commentary

55. In science, the results for 11-year-olds in the national tests for the last three years have been consistently well above average when compared with all schools. When compared with schools with pupils from a similar background, the school also does very well. A large number of pupils attain the higher Level 5 and this is one of the reasons why the performance is better than most schools. Inspection findings indicate that the majority of pupils will achieve the national average (Level 4) and a good number will achieve the higher Level 5.
56. All pupils achieve well because each aspect of science is covered in enough detail to enable pupils to gain a good understanding across all areas of the subject. They develop a good understanding and knowledge of scientific facts. They are given plenty of opportunities, through practical work, to develop the skills needed to be a 'scientist'. Through the experiments and investigations pupils are given, they develop a good understanding of the principles of fair testing. One area where the older pupils could do better is in the writing up of their findings from experiments. At the moment, their conclusions are not rooted in scientific explanation. In Years 1 and 2, pupils complete a good volume of work but an over emphasis on the completion of worksheets restricts their independence and opportunities for them to develop different ways to record their results.
57. Teaching is good overall, with some of the best teaching seen in Years 4 and 6. In these two classes, the teachers show real expertise in the way they use questioning techniques which challenge pupils and make them think more deeply. In the best lessons, teachers make very good use of the final part of the session to discuss with the class the gains they have made in their learning. The quality of the marking of pupils' work is one area where improvements could be made. Whilst most is informative and useful, in some places it consists of little more than a tick or a cross and tells the child little about how well they have done or how they might improve their work.
58. Through this subject pupils are given plenty of opportunities to use and apply their literacy and numeracy skills. They are encouraged to take measurements, collect data and record their findings.
59. Pupils enjoy their science lessons. They particularly like the practical activities and experiments their teachers set them. In some year groups, they are encouraged to reflect on their work over time and to identify what they have done well and what they need to do to further improve.
60. The leadership of the subject is good. Detailed analysis of the school's performance in the national tests led to the identification of a slight differential in the performance between boys and girls in some aspects of the subject. A course of action was agreed and implemented to rectify the problem. The subject leader was instrumental in introducing new initiatives, which have captured pupils' interest and imagination. A science challenge morning, which involves parent helpers working with the children in a series of scientific tasks, is proving to be popular and successful. The strengths outlined in the previous report have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and, by Year 6, standards are above average;
- There is high quality leadership and management of the subject;
- The quality of teaching is good and often very good.

Commentary

61. The school has made a lot of headway in the subject since it was last inspected. Teachers' confidence in using ICT applications is much increased. Support staff are now able to make a substantial contribution to teaching and learning, as they undertake regular training in school, organised by the subject leader.
62. Lesson quality is good or better, with the subject leader setting very high standards through his own teaching and expertise. Staff have good support from him and are able to plan interesting activities that motivate and challenge pupils. Skills are taught systematically, and pupils who have a wide experience of computers at home are taken even further in their learning. The school is well resourced with computers and ICT equipment, so that the use of computer technology and digital cameras is a regular part of everyday school life.
63. By the time they are in Year 2, pupils in the infant classes have made good gains in their knowledge and understanding. They can use computers competently and confidently. Their best achievement is in using ICT to communicate information and present their ideas, for example through using painting and drawing programmes.
64. In the junior classes, pupils race ahead and show better than usual levels of independence and initiative in using a good range of computer and digital technology. One group in Year 6, for example, made a video to publicise the school, complete with computer graphics, clips of each class at work and a commentary. Pupils are particularly enthusiastic about their work in developing their own web sites and all progress very quickly at using the Internet to seek information. Most pupils have access to a computer at home and they are able to transfer skills learned in school to other situations. For example, those with Internet access download homework by logging onto the class website and email it back to their teacher. Pupils also develop a critical view of modern technology and know that, sometimes, it has limitations and is not the most efficient way of completing a task.

Information and communication technology across the curriculum

65. Good use is made of ICT in other subjects and each class has a weekly session to use the computer suite for work in different subjects. This is in addition to the laptop computers available within classrooms. Both infant and junior pupils develop language and literacy skills by using programs to learn spellings or grammar or to draft and present poems, stories and accounts. Year 6 pupils, for example, develop speaking and listening skills by writing and using interview scripts in their video making of news-style items. In mathematics, they write formulas to calculate the area of irregular polygons. Throughout the junior classes, pupils use the Internet regularly to search for information in history or geography lessons. With constant access to computers, pupils regard their use as commonplace.

HUMANITIES

66. No lessons were observed in either **geography** or **history**. Work seen indicates that pupils achieve well and reach average standards.
67. In geography, pupils cover a reasonable range of topics. In Year 2, pupils' skills in writing make a robust contribution to their abilities to compare and contrast geographical features, but the limited scope of the marking means that pupils have few opportunities to consider how to improve their work. In Year 6, pupils' findings from their work in ICT, about topics such as 'Mountains', indicate at least a sound knowledge and understanding of the main ranges and terrains they research.
68. History plays a significant role in the curriculum. Vibrant and meaningful displays, which support pupils' learning on topics such as Tudors, Ancient Greeks, Egyptians and World War II, enliven classrooms and corridors. A drama lesson observed in Year 3 demonstrated how aspects of history are reinforced well in other areas, when pupils undertook role play as evacuees. The school's lively approach to the teaching of history means that pupils retain facts about the past and gain a good insight into what life was like for people in past times.

Religious education

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are below average at the end of Key Stage 2.

COMMENTARY

69. Standards in religious education in Year 2 are in line with the expectations set out in the locally agreed syllabus. At the end of Year 6, they are below average. Achievement is satisfactory in the infant and younger junior classes, but pupils in Years 5 and 6 could achieve more.
70. The subject has had a low profile in recent years and, although it has picked up recently, weaknesses are coming to light. Planning for the subject follows the requirements of the locally agreed syllabus and now pupils cover the necessary work. Teaching seen during the inspection was never less than satisfactory and most teaching was good, but its impact on pupils' learning over time is not more than satisfactory. Expectations of what pupils can achieve have been too low; pupils in Years 5 and 6 have accumulated gaps in their knowledge and understanding, which teachers are now struggling to fill. Although teachers do their best to enliven lessons, the quality of learning needs to be enhanced by additional resources and artefacts. Teachers are not as confident as they should be about working with some aspects of the locally agreed syllabus and relevant training is required.
71. Pupils' best achievement is in the aspect of reflecting on religious ideas and learning from religion. In a Year 3 lesson, for example, pupils were encouraged to relate the story of Zacchaeus to their lives today. In Year 4, pupils have reflected well on beliefs and practices in both Christianity and Islam when looking at pilgrimages and religious journeys.
72. Owing to the absence of the teacher with responsibility for leading and managing the subject, the headteacher has taken on this role and it is now being led satisfactorily. It is another example of the way in which staff absence has affected subject development and the difficulties faced by the school in trying to bring about improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. These subjects were sampled and not inspected in depth. Only one lesson was observed in **art and design, music** and **physical education**; no lessons were observed in **design and technology**.
74. In art and design, the good range of pupils' work from most year groups indicates that by Year 2 pupils draw with detail and show better skills than most their age. Work on display in the junior classes shows that they use computers well to explore design and pattern, sometimes transforming the style of an artist into their own design. Pleasingly for some pupils with special needs, this boosts their achievement significantly. Teachers use the work of famous artists and their techniques so that

pupils are able to represent landscapes, express ideas and develop skills in different media. The breadth of experiences on display shows the good artistic scope provided for pupils.

75. In design and technology, pupils experience a reasonable curriculum and reach average standards by the end of both key stages. Work displayed throughout the school shows that pupils have sufficient opportunities to cover a good range of work. This includes the necessary processes of designing and making products, and evaluating their work. They make good progress in developing skills, building well on what they have learned previously. Pupils in Year 1, for example, design and make their own puppets. Their evaluation of the finished toys shows a good degree of reflection on how they might improve their work. By Year 5, pupils have gained a more detailed knowledge and understanding of important processes. In designing and making bread, for example, they spend time tasting and analysing pre-purchased bread before making their own. Eventually, they make well considered comparisons between their own and the commercial product.
76. A high value is placed on music in the school and this is demonstrated by the profile it is given around the building and the extra activities provided for pupils. Standards in music are high and pupils speak enthusiastically about their musical experiences. Whenever the opportunity arises, they join enthusiastically in making music or in listening to others perform. They enjoy, for example, singing in assemblies or the activities in music lessons. The school's strong musical tradition has been maintained because teacher enthusiasm and expertise in music is well exploited and has a strong impact on pupils' learning.
77. Physical education has benefited from the school's improved indoor accommodation; this is having a positive impact on children's progress in gymnastics and dance. They now have far more room to practise their skills and develop their techniques. The school has increased the amount of time given to this subject and children have a good balanced programme of activities. The provision for swimming is good, with additional opportunities provided for any child who lacks confidence or experiences difficulty. By the time they are 11, virtually all the pupils meet the national expectation of being able to swim 25 metres or more. The use of a specialist coach, from a local professional football club, enables children to receive skilled tuition and this helps them to develop their games skills well. Children enjoy their lessons and look forward to them.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship (PSHCE) is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good range of opportunities to develop skills in this aspect;
- Assessment systems require development.

Commentary

78. The curriculum covers a suitable range of topics and provides good opportunities for pupils to discuss their thoughts, learn to accept the opinions of others and deepen

their awareness of their place in society. However, there is as yet no method for assessing and monitoring pupils' progress in this area of learning, a lack that the subject leader is already taking steps to address. The teaching and learning in the lessons observed ranged from satisfactory to very good, with 'Golden Time' providing rich opportunities for pupils to develop their personal skills. The school's strong commitment to promoting pupils' personal development throughout the day strengthens the provision and helps pupils to mature into responsible, self-confident young people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
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	3
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	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).