

INSPECTION REPORT

SOUTH KIRKBY COMMON ROAD INFANT SCHOOL

Pontefract

LEA area: Wakefield

Unique reference number: 130864

Headteacher: Mrs S Maiden

Lead inspector: Mr C Smith

Dates of inspection: 7th - 9th March 2005

Inspection number: 271734

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 3 to 7 years
Gender of pupils: Mixed
Number on roll: 170

School address: Common Road
South Kirkby
Pontefract
West Yorkshire

Postcode: WF9 3EA

Telephone number: 01977 723855

Fax number: 01977 723855

Appropriate authority: The Governing Body

Name of chair of Mrs Helen Cartwright
governors:

Date of previous January 2000
inspection:

CHARACTERISTICS OF THE SCHOOL

Common Road is an average sized infant and nursery school catering for 170 children aged 3 to 7 years. There are 132 children in the main school (68 boys and 64 girls) and 76 children in the nursery (37 boys and 39 girls) attending part-time. Twenty-six per cent of the children are eligible for free school meals, which is above average. The majority of children live in rented accommodation and there are signs of deprivation in the area, such as unemployment and a high degree of social need. Consequently, the school is involved in the 'Excellence in Cities' project and also provides family learning programmes, which help to support children's (and parents') social needs. Seventeen children (10 per cent) have special educational needs, which is below average. However, the figure does not fully reflect the incidence of need since teachers have concerns over a further 30 children for whom additional support is provided. Four children have statements of special educational need, which is slightly above average. Children's special needs are largely related to emotional, social, physical and learning difficulties and hearing and visual impairment. Virtually all of the children are white and all are English speaking. Movement of families in and out of the school is low, although 11 children transferred into Year 2 from other schools in 2003. The school has gained 'Investors in People' status for the way it involves all members of staff in decision making and has achieved the 'Basic Skills Quality Mark' in recognition of the quality of curriculum planning. There have been very few changes in staffing over recent years, although the nursery teacher has recently been promoted and a

Year 1 teacher was absent during the inspection. Children enter the school with a wide range of levels of attainment but, for the majority, it is lower than expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25211	Colin Smith	Lead inspector	Mathematics Science Design and technology Music Physical education
9952	Lillian Brock	Lay inspector	
23887	Peter Nettleship	Team inspector	The Foundation Stage Geography History Religious education
32750	Peter Jones	Team inspector	Special educational needs English as an additional language English Information and communication technology Art and design

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Common Road Infant is an effective and successful school that provides good value for money. Good leadership and management ensure that a constant focus is kept on raising standards. Pupils are very well behaved and have very positive attitudes to learning. Good teaching enables pupils to achieve well and reach standards higher than in similar schools.

The school's main strength and weaknesses are:

- Pupils achieve well in English, mathematics, science, information and communication technology (ICT) and physical education;
- Teaching is good overall and often very good in Year 2;
- The school's very good ethos enhances pupils' personal development;
- Attendance is improving but is still too low;
- More needs to be done to overcome the weaknesses in pupils' spoken language.

Good improvements have been made since the last inspection. Good teaching has enabled pupils to continue to achieve well. Leadership and management have strengthened significantly, particularly in checking the quality of teaching and learning and taking determined action to raise achievement. The previous inspection issues have been tackled successfully. Staff and governors have increased their roles and responsibilities and, as a result, are now much more involved in decision making. Financial management is better because planned improvements are carefully linked to priorities for spending and the school now has very good health and safety procedures.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	D	E	B	A
writing	E	E	C	A
mathematics	E	E	C	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is good and standards are improving. Children's knowledge and understanding are below the levels expected when they enter school. Nursery and reception children achieve satisfactorily in their language, mathematical, creative and physical development and in their knowledge and understanding of the world. However, by the end of the reception year children do not reach the goals expected of them in these areas. Children make good progress in their personal and social development and reach the levels expected. Pupils' achievement in Years 1 and 2 is good overall. In Year 2, pupils' progress accelerates quickly. The chart above shows that standards improved significantly in 2004. In fact, standards had begun to improve before that and results would have been higher in 2003 had it not been for an influx of pupils from other schools with significant learning needs. The current Year 2 pupils are achieving good standards in reading. Standards in writing, mathematics and science are at the levels expected and higher than similar schools. This represents good achievement in relation to where many pupils started.

Pupils also achieve well in physical education to reach standards higher than expected for their age. More able pupils and those with special educational needs make equally good progress. Over recent years, girls have been achieving better than boys but the gap is gradually closing. Despite achieving well in many areas, many pupils are not confident and articulate speakers. They do not all participate fully in discussions, which holds their learning back.

Pupils' personal qualities, including their spiritual, moral, social and cultural awareness, develop successfully. Almost all pupils enjoy school, have very good attitudes to learning and behave very well. However, although improving, attendance is still lower than it should be.

QUALITY OF EDUCATION

The quality of education provided by the school is good and teaching is effective overall. Teaching and learning are satisfactory in the nursery and the reception class. In these classes, the teaching of language and number skills is often good but children do not have enough opportunities to explore and learn for themselves. This also restricts the development of their spoken language. There is good teaching in Year 1 and some very good teaching in Year 2. In these classes the level of challenge is high and the work provided is closely matched to pupils' different learning needs. The exception is science, where the level of challenge is not always sufficient to extend the learning of the more able pupils. Pupils are very well managed and the atmosphere for learning is good. Teachers use effective methods. They make particularly good use of ICT to illustrate ideas, which help to increase pupils' understanding. Infant pupils benefit from tasks involving problem solving. Pupils find these approaches stimulating and they help them to become enthusiastic and independent learners. Although the skills of reading and writing are taught well, not enough attention is given to improve pupils' spoken language.

A good curriculum is provided which enables pupils to build securely on what they have learned previously. Strenuous efforts are made to include all pupils in all activities and the curriculum is being modified to increase opportunities to develop children's creative talents, although this has not impacted as strongly in the Foundation Stage as in Years 1 and 2. Very good provision is made for pupils with special educational needs. Well trained and highly effective support staff make a major contribution to their good progress. A satisfactory range of activities outside normal lessons is provided, which enhance pupils' personal development. Pupils are very well cared for. They are encouraged to offer their views, which influence school decisions. The school's good relationship with parents strengthens pupils' personal development and helps to reinforce their learning.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher is a very effective leader and is the driving force behind school improvement. Good communications and clear responsibilities enable senior staff to play a vital part in running the school. Changes in education are embraced, tested and carefully reviewed before full implementation. The performance of the school and pupils' progress are effectively measured and checked. This forms the basis for future planning. Governance of the school is good and statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and are very appreciative of the efforts that are made for their children. Pupils are proud of their school and they respond very positively to opportunities to use their initiative and accept responsibility.

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

- Ensure that all pupils have regular opportunities to explain their ideas to help them to improve their spoken language;
- Provide a wider range of activities designed to encourage nursery and reception age children to explore and learn for themselves;
- Continue the drive to improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children's achievement is satisfactory in the nursery and reception classes. Good achievement in Years 1 and 2 enables pupils to reach the levels expected in the English, mathematics and science by the end of Year 2. Pupils' good progress has been maintained since the last inspection.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well in the core subjects of reading, writing, mathematics and science and in ICT and physical education;
- More could be done to help pupils to overcome weaknesses in spoken language;
- More able pupils and those with special educational needs make good progress and the gap in attainment between girls and boys is closing;
- Children in the Foundation Stage make better progress in their personal and social development than in the other areas of learning.

Commentary

1. There is a strong drive to raise standards and many effective strategies have been introduced to this end. The school's results in 2004 improved considerably and were higher than in similar schools in all core subjects. These improvements are continuing. The current Year 2 pupils are achieving well and are on course to reach the levels expected by the end of the school year in English, mathematics and science. This represents good progress in view of their low starting points. Achievement in reading is particularly good and standards are above average in this aspect of English. Pupils learn to recognise key words, blend letter sounds together and improve their understanding of what they read effectively in the shared and group reading sessions. Pupils also achieve well in writing. Most pupils write legibly with satisfactory spelling and punctuation. The content of their written work is often imaginative because they have learnt how to plan their work and link ideas together. Pupils achieve well in mathematics. Regular practice of mental calculations significantly improves their number skills. More recently, attention has been given to overcoming their difficulties with problem solving. Pupils are frequently asked to read and untangle mathematical problems, written in words. As a result, they have a better understanding of when addition or subtraction is needed. There is good achievement in science. Pupils predict, experiment, observe and draw conclusions confidently. These experiences have made a significant contribution to their good skills of investigation. However, more able pupils do not always achieve their potential when learning science when it is mixed with other subjects. Pupils achieve well in acquiring new skills in ICT and in using them meaningfully in learning other subjects. Standards in ICT and religious education are at the levels expected. Pupils' good achievement in the gymnastics and the dance elements of physical education enables them to reach standards above the levels expected.

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

Standards in:	School results	National results
reading	16.4 (14.3)	15.8 (15.7)
writing	15.1 (11.9)	14.6 (14.6)
mathematics	16.2 (13.9)	16.2 (16.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

2. More able pupils are articulate and confident speakers. They contribute hugely in lessons and other pupils listen to what they say respectfully. Most pupils listen attentively and are able to follow instructions and complete tasks, with few reminders. However, approximately half of the pupils do not offer their ideas readily, preferring instead to let others do the talking. As a result, they do not improve their spoken language enough and their vocabulary remains limited. Teachers encourage pupils to speak, often by addressing questions to the reluctant ones. However, paired and small group discussions, which provide opportunities for all pupils to speak, are not utilised enough. This is largely why pupils' spoken language is below the levels expected overall.
3. Over recent years girls have achieved better than boys. The school has made a positive response by tracking pupils' progress and taking action to raise achievement. This, along with the introduction of more practical activities, is helping to increase boys' motivation. Consequently, they are gradually catching up. Pupils with special educational needs receive generous amounts of individual and group attention. This has a positive influence on their progress, particularly in their personal development and in their acquisition of literacy and numeracy skills. The school has identified the more able, gifted and talented pupils and increased the provision made for them. One reception child, for example, changes class to work with older pupils for literacy and numeracy. Pupils' talents are nurtured well, particularly in physical education and in design and technology.
4. Children in nursery and reception class achieve satisfactorily in their language, mathematical, physical and creative development and in their knowledge and understanding of the world. In all these areas of learning, although children have made progress, their attainment is still below the goals expected by the end of the reception year. On the whole, children achieve better in acquiring the basic skills of reading and handling numbers. Their creative development and spoken language are more restricted because more emphasis is placed on following instructions than on exploring and learning for themselves. Much time is spent helping young children to socialise when they begin the nursery. Consequently, they make good progress in these aspects of their personal development and most reach the goals expected by the end of the reception year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and have improved since the last inspection. Their spiritual, moral, social and cultural development is good overall. Attendance is unsatisfactory.

- Pupils' attendance is well below the national average;
- Pupils have very positive attitudes to learning and enjoy their work;
- Relationships between all members of the school community are very good.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.6
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.

5. Effective strategies have been introduced to improve attendance. These resulted in a one per cent improvement last year. Attendance is continuing to improve this year but there is more to do because attendance is still lower than the average for infant schools in the Wakefield area. Absences are not related to individual pupils repeatedly missing school, but through childhood illnesses and families taking children on holiday in term time. The recently appointed learning mentor and education welfare officer follow up absences immediately. Aiming for good attendance now has a high profile and the 'best class' rewards create a healthy element of competition.
6. Pupils have very good attitudes to learning. They work very well together and have a high level of trust in the adults in school. Children in the Foundation Stage are on target to achieve the Early Learning Goals in their personal and social development. Relationships are very good and, as a result, pupils feel able to discuss their worries and concerns with adults in school. Their behaviour in classrooms and around the school is very good. Year 2 pupils, explain that any bullying is dealt with quickly and effectively. There have been no exclusions because pupils enjoy school and want to behave well. Pupils with special educational needs are valued, fully included in the life of the school and develop similar positive attitudes as their peers.
7. Pupils' spiritual awareness is nurtured well, particularly in assemblies, class discussions and in lessons. For example, Year 2 pupils became engrossed in their dance, portraying the movements of different animals in the jungle. In assemblies, pupils' moral and social development is fostered very well through stories and in the way that their good deeds are recognised and praised. Pupils know right from wrong and have a good sense of fair play. Staff are very successful in building pupils' confidence, self worth and self-esteem. For example, some pupils are trusted to answer the telephone at lunchtime to help them to develop a sense of responsibility. The school council ensures that pupils have a 'voice' in school and members know that their views will be acted upon. Pupils have a good knowledge of their own culture. For example, a visit to the National Coal Mining Museum led to an impressive display of miners' lamps and sensitive writing about social conditions. Visits out of school and visitors into school enhance pupils' learning. Whilst pupils have some awareness of other cultures and respond positively to the school's policy for racial equality, there are no specific visits to faith centres, for example, to enrich their multicultural understanding.

Exclusions

8. There have been no exclusions in the past school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Pupils benefit from the good education provided.

Teaching and learning

The quality of teaching and learning is good overall, as it was at the time of the last inspection. The use of assessment to measure pupils' learning is also good.

Main strengths and weaknesses

- Teachers' good expertise, classroom management skills and imaginative methods set a positive climate for learning in Years 1 and 2;
- Very accurate assessments made of pupils' learning enables Year 1 and 2 teachers to provide a good level of challenge;
- Teamwork and organisation are strong in the Foundation Stage but the methods used are too narrow.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	16	9	0	0	0

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

9. Teaching is mainly good in Year 1 and often very good in Year 2. Teachers manage pupils' behaviour and learning very well. Consequently, pupils listen attentively, concentrate on their work and give of their best. In these classes, teachers have good subject knowledge. This enables them to explain new ideas clearly and provide interesting activities that move pupils' learning on. Teachers tailor their approaches well to suit pupils' different styles of learning. In the past, boys had not been learning as successfully as girls, particularly in English. Changes were made to the reading materials provided and more practical methods, such as investigations, were introduced. As a result, boys are now learning successfully. Particularly good use is made of ICT. Large screen projections make learning very visual. For example, when learning to tell the time, pupils were able to grasp that the hour hand moves in relation to the minute hand by observing the large projection of a clock face. Lessons in Years 1 and 2 move along swiftly. There is no time for pupils to drift. Parents and pupils are very positive about the quality of teaching and learning.
10. Pupils' learning is very carefully and accurately assessed in Years 1 and 2. At the end of each unit of work, their knowledge and skills in English, mathematics, science and ICT are rigorously checked. Additional assessments are used at the end of each school year. The results are carefully analysed using computers. Where there is any evidence of pupils' learning faltering, they are given additional support, particularly in the basic skills of reading, writing and number work. Their progress is then measured to help teachers to decide whether the support has been effective. The information gained from assessing pupils' learning is used very effectively in planning literacy and numeracy lessons. Pupils are grouped according to ability and given tasks, which very closely match their learning needs. More able pupils benefit from the extended challenge, which helps them to fulfil their potential. The success in learning of pupils with special educational needs is largely attributable to the very good levels of support, provided by well trained teaching assistants.
11. There are relatively few weaknesses in teaching and learning in Years 1 and 2. However, more could be done to overcome pupils' difficulties with spoken language. In some lessons, reluctant speakers make only a minimal contribution to class discussions. Additionally, more able pupils do not benefit as much when science is taught alongside other subjects in the same lesson. This is because they have limited access to more advanced ideas. Pupils' written work in various subjects, such as history, geography, religious education and science, is mixed together in one book. This makes it harder for teachers and pupils to see the progress they are making in any one subject and where improvements are needed.
12. Teaching and learning are satisfactory in the nursery and reception classes. Nursery nurses have worked together successfully to maintain nursery children's learning in the absence of a teacher. Nursery and reception staff are successful in developing

children's social skills. Good teaching in this area helps children to achieve independence and acquire a sense of responsibility. In other areas of learning, teaching is satisfactory in both classes. Listening, reading and mathematical skills are taught well and the teaching of writing is improving. However, much of the teaching is concentrated on directing children to carry out specific tasks. Whilst these are appropriate, there is insufficient emphasis on children exploring and learning for themselves. Consequently, their creative development and skills in speaking do not develop as strongly as they could.

The curriculum

The school provides a good curriculum. Several improvements have been made since the last inspection. Pupils' learning and personal development is satisfactorily enriched through a range of out of school activities. Accommodation and resources are good.

Main strengths and weaknesses

- The school's provision for pupils with special educational needs is very good;
- The equality of access and opportunity for all pupils is very good;
- Curriculum innovation has improved pupils' learning experiences;
- Imaginative and practical use is made of the school's accommodation.

Commentary

13. Pupils with special educational needs are fully integrated into school life. Teamwork between teachers and support staff is highly developed. Every pupil has an Individual Education Plan. This is written in a child-friendly way. Pupils and their parents or carers are fully involved in its creation and review. Daily recording, assessment and review of progress contribute significantly to the very good provision. These factors enable pupils with special educational needs to make good progress towards their targets.
14. There is a strong commitment to including all pupils in all areas of school life. To this end, the school participated in the local education authority's 'Inclusion Now' project and is now regarded as a leader in this field. Staff are well trained to meet pupils' different needs. Groups of children, such as the gifted and able, are identified. Their academic needs are met by providing work that challenges them and by moving them into older age groups for some lessons. Pupils' sporting, musical and artistic talents are nurtured well in lessons and through additional activities, such as concerts and events.
15. The school has responded conscientiously to national guidance to establish a more creative approach to learning. Teachers thought long and hard about the proposed changes. Pupils, staff, parents and governors were encouraged to express their views. Planning of topics such as 'Festivals' was rigorously undertaken. Subjects are now grouped together during the afternoon sessions and Year 1 and 2 pupils have more choice of activities. Early outcomes indicate that pupils are highly motivated by the varied and stimulating lessons. However, the school is right to keep science under review, particularly with regard to the level of challenge for the more able pupils. Efforts to improve the provision for literacy and numeracy are paying dividends, particularly with regard to improvements in boy's writing. However, there is more to do to improve pupils' spoken language. The curriculum for children in the Foundation Stage is satisfactory and effective in terms of enabling them to acquire social, language and mathematical skills. However, nursery and reception children do not have enough opportunities to explore and learn for themselves.
16. Pupils' personal, social and health education (PSHE) is well provided for through assemblies, specific lessons and class discussions and pupils are well prepared for future changes to their education. The school makes very effective use of its good accommodation and resources. Classroom space is managed very well. As a result,

staff are able to use resources to maximum effect, particularly computers and ICT projection screens. The covered quadrangle area, now used for creative and practical activities, provides a very good example of imaginative use of space.

Care, guidance and support

The provision for pupils' care, guidance and support is very good and has shown an improvement since the last inspection. There are good procedures for gathering and acting upon pupils' views.

Main strengths and weaknesses

- Children are very well prepared for starting school and careful attention is paid to well being;
- Pupils benefit from very good levels of guidance and support;
- Pupils play an important part in school decision making.

Commentary

17. There are very good systems to make children's entry into school a positive and enjoyable experience. This helps them to settle quickly into school life. Pupils with special educational needs are supported very well and are fully involved in all that the school provides. A strong feature of the school's work is the way that staff work successfully to ensure that every pupil is very well looked after. Very good health and safety procedures have been rigorously implemented. Risk assessments are now carefully made for activities in school and visits to places of interest, which is an improvement since the last inspection. Most staff have been trained in emergency first aid procedures. Any accidents are recorded diligently and parents are immediately notified. Effective child protection procedures are established. These are well understood and consistently applied.
18. Teaching and support staff monitor pupils' achievement and development very well. There are very good systems to track pupils' progress. The information is used very effectively to provide support, advice and guidance by setting clear and purposeful targets for pupils to aim for. The appointment of a learning mentor is having a positive impact on the support that children and their parents receive and is helping to improve attendance.
19. Good systems have been established to gather pupils' views. These are being extended further as the school works towards the 'Investors in Pupils' award. Regular class discussions take place when pupils are encouraged to share their perceptions about school, discuss relationships and other matters that concern them. In addition, the school council of elected members meet regularly to consider potential school improvements. In these ways, pupils are empowered to have an influence over school life and their commitment to school is very evident. For example, pupils have been involved in writing the school's mission statement.

Partnership with parents, other schools and the community

The school maintains a good partnership with parents and the community and has very good links with other schools and colleges. This area has strengthened since the last inspection.

- Parents hold the school in high regard and are well informed about school matters;
- Parents' trust in the school is well founded and they know that their views matter;
- The school reaches out to involve the local community and to work with other schools.

Commentary

20. Parents are very appreciative of what the school does for their children. They are provided with a good range of information from the school through an attractive prospectus and clear guidance on how to support their children's learning. Reports to parents are satisfactory with some good features, such as targets for improvement. Parents value them. Staff are aware that not all parents have the confidence or time to offer high levels of support with homework tasks. To this end, parents are made to feel welcome and any gesture of support is openly appreciated. Gradually more parents are offering their help in school and at home.
21. Parents find staff very approachable and have every confidence in their handling of their children. This is helped by good day-to-day communication. The parent/teacher association is very supportive in raising funds for the school, such as computers and digital cameras as well as supporting activities on open days. The school seeks the views of parents well and a Breakfast Club is now in place as a result of listening to parents' views. Courses for parents are offered and these are popular and well attended. Not only adults benefit from these because pupils can see that learning does not stop when they leave school.
22. The school's good links with the community are enhanced by pupils writing to local people inviting them to school events. The school welcomes other users, such as keep fit classes and the Mum and Toddler group. Very good links with other schools and colleges arise from being part of a cluster, which shares events like literacy sessions. The partnership with the local junior school is very good with exchange visits by staff and additional meetings to support the transfer of children with special educational needs. Year 2 pupils are already very familiar with the junior school and are very well prepared to for their next stage of education.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher's leadership is very good. Governance of the school is good. There is now a strong team approach to management in which the key staff in the school provides good leadership. Significant improvements have been made at all levels of leadership and management since the previous inspection.

Main strengths and weaknesses

- The headteacher's commitment to including all members of the school community in decision making has created a strong, united determination to raise standards of teaching and learning;
- The school's financial planning and overall management is efficient;
- Checking on teaching and learning is effective in most subjects, but is not equally good in all.

Commentary

23. The leadership and management of the headteacher have transformed the school. Many responsibilities have been devolved to governors and staff. This has given all parties a sense of 'ownership' strengthening their commitment to and their pride in the school. Links with parents are now very secure because of the efforts made to build and maintain good communications. The headteacher's strategic vision and

enthusiastic encouragement has been recognised and is appreciated by governors, parents and pupils.

24. The three members of the senior management team provide very good role models. The deputy headteacher plays a pivotal role in supporting both the headteacher and the staff. She has been central in the introduction of many initiatives and in maintaining a check on teaching standards. The third member of the team, a leading mathematics teacher, has established a very thorough assessment system. Consequently, the quality of assessment of pupils' learning in Years 1 and 2 has greatly improved with regard to analysing school performance. Subject leaders make a good contribution to the work of the school. They help to plan the curriculum and check teachers' planning to ensure all areas are covered. In literacy, numeracy, science, ICT and physical education pupils' learning is carefully checked. However, there are some differences in the range and quality of work produced across the school in history and religious education, which are not identified as clearly as they could be. Consequently, in these subjects, pupils' learning is better in some classes than others.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	486,632
Total expenditure	516,122
Expenditure per pupil	4,129

Balances (£)	
Balance from previous year	83,499
Balance carried forward to the next	54,009

25. Governors know the school well because they each have an attachment to a different class. They visit school regularly to see pupils at work and play. As a result, they have a much clearer understanding of the school's strengths and weaknesses. They are now very confident of their ability to fulfil their duties and to face new challenges. Governors bring a range of skills and expertise, as well as much enthusiasm, to benefit the school. For example, their close monitoring of finances has helped the headteacher in her drive to ensure that there is good value for money in purchases made. Secure systems of financial management introduced have taken the school out of a deficit budget. The budget surplus is currently £26,000 and the imaginative refurbishment and increased facilities in school reflect the headteachers' and Governors' desire to improve the learning conditions. There is a very clear link between development planning and finance. The budget is monitored well by the headteacher, the office manager and the governors.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

The 76 nursery children attend either the morning or afternoon sessions. The 13 older reception children share a mixed class with Year 1 and the remaining 23 are taught in the reception class. Children's attainment is lower than expected for their age when they enter school, as it was at the previous inspection. Children achieve satisfactorily in most areas of learning but they achieve well in their personal and social development. By the end of the reception year, their attainment is still below the goals expected in most areas of learning. Less than three-quarters of the children are on course to achieve the goals expected in personal, language, mathematics, creative and physical development or in their knowledge and understanding of the world. The teaching of letter, word and number skills is largely effective. However, children do not have enough opportunities to explore and learn for themselves. As a result, aspects of their creative development and their spoken language are not as well provided for as other areas of learning. Currently, there is no teacher in the nursery class. Two nursery nurses are providing effective cover during this period of transition. Leadership of the Foundation Stage is satisfactory. There is now a very strong team spirit amongst the whole Foundation Stage staff that benefits children of all abilities. Children with special educational needs receive very good levels of support. They make good progress relative to their abilities. Regular assessments of children's learning are made and recorded. These are used adequately to provide activities that meet children's needs. Good links are maintained with parents and they much appreciate the start that their children make in the nursery.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle well into school and their confidence grows.

Commentary

26. Much emphasis is placed on children's personal development and teaching is good in this area of learning. Many children enter the nursery with very limited socialising and self-help skills. This is clearly seen when comparing the morning with the younger afternoon group. Children in their second term work well together and show much greater independence. By the age of five, most children display good attitudes and behaviour and positive learning habits have been well established. This is attributable to the staff's high expectations and the well ordered, purposeful and busy atmosphere in lessons. Every opportunity is taken to praise children's efforts so that they grow in confidence with each new success. Their sense of responsibility is fostered, for example in the way they select, use and return the equipment they need. However, they are not encouraged sufficiently to explore and learn for themselves. Consequently, their problem solving skills are not as well developed as they could be.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's listening skills develop better than their skills in speaking;
- Regular reading practice helps to develop letter and word skill;
- Children's handwriting skills develop more effectively than their self-expression.

Commentary

27. Standards are below the goals expected by the end of the reception year but children's achievement is satisfactory given the very limited communication skills that many children have when they enter school. Teaching is satisfactory. Children are taught well to listen carefully. They follow stories well, respond to commands purposefully and follow instructions correctly. However, children's speaking skills are not as well developed. This is because insufficient emphasis is given to enriching their language, extending their thinking, and encouraging them to make predictions and observations. Letter recognition is taught well through songs and exercises. Some children with special needs also learn to sign their letter sounds. Many parents hear their child read regularly and help them to recognise letters and simple words. Work is well matched to the ability of each child. Much emphasis has recently been given to stimulating children's early writing through 'mark making' activities. This gives them added confidence to express their ideas in print. There is much evidence of the success of this initiative. However, there is scope to improve children's early writing by extending it into all areas of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children gain good experience in recognising and using numbers for counting;
- They have few opportunities to practice mathematical skills in everyday situations.

Commentary

28. Children throughout the Foundation Stage achieve satisfactorily. Those with special educational needs receive very good support and achieve well. Teaching is satisfactory. In the nursery, children are given regular opportunities to count and recognise different shapes. This is often done effectively through games and songs to add variety and interest to their learning. Number recognition is taught well in reception through class and group activities. Children begin to form their numbers correctly, using pencils, paint and sand to reinforce the new learning. Small whiteboards are used for extra practice, enabling teachers to check each child's progress. Children are sometimes involved in investigating. For example, they use two dice to count spots, look for doubles and to find different ways of reaching the same number. However, such open-ended tasks are not provided often enough for children to become confident in tackling and solving simple problems. Teaching is

good in the reception and Year 1 mixed age class. In this class, the teacher and support staff developed clock-reading skills successfully using ICT.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Skills in ICT are well developed through a good range of experiences;
- This area of learning is not used enough to develop children's language and thinking.

Commentary

29. Children throughout the Foundation Stage achieve satisfactorily in this area of learning. Teaching is satisfactory. A growing strength is the use of ICT. Computer skills are developed well, especially in reception. Skills are carefully introduced and built up systematically. Children are encouraged to find their own solutions and soon gain confidence in using the mouse and making changes on screen. Children start to gain an awareness of the lives and cultures of others through stories and activities. The best teaching occurs when children are encouraged to investigate. On these occasions children are highly motivated and keen to offer their ideas. For example, in one activity, children noted the changes in ice and one child exclaimed 'It's dripping through my fingers ... it's going back into water again!' However, on the whole, there are not enough activities designed to stir children's curiosity. Trips into the locality help them to learn about their surroundings, but more could be gained from these visits. Very good use is made of the digital camera, especially in early reception, to capture images of such activities. They provide good opportunities for adults to assess children's learning. However, opportunities are missed to use the prints creatively to re-awaken children's memories, prompt discussions, extend their vocabulary and to stimulate their writing.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Fine skills of handling and using objects are developed well;
- Opportunities to experiment with larger movement activities are more limited.

Commentary

30. Children throughout the Foundation Stage achieve satisfactorily in this area of learning. In the nursery they develop their practical skills well. For example, they build towers, mix paints, glue card, dig soil, pour water and manipulate a computer mouse, often all in the same lesson. Activities are well planned and tightly supervised. In reception, children's manipulative skills are further extended. They enjoy practical work and often choose to work with dough and simple tools. Many develop pencil, scissor, brush and threading skills, close to levels expected. They also learn to move confidently and with an awareness of safety. This is very evident during the lively outdoor activities, when many children enthusiastically push and pedal their wheeled vehicles. They show a good awareness of space, both for themselves and for others. However, there are relatively few activities provided to

extend their climbing, swinging, sliding, balancing, jumping and landing skills to raise children's confidence in their physical capabilities.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Although children have opportunities to express themselves, activities are often chosen by adults, therefore some aspects of creative development are limited.

Commentary

31. Children throughout the Foundation Stage achieve satisfactorily in this area of learning. Teaching is satisfactory. In early reception, children work with interest moulding clay animals, singing songs and digging for pirate 'treasure'. In late reception, they enjoy gluing salt on paper to make snail trails and producing wax bark rubbings. In music, they play a range of instruments as the teacher conducts different groups to play. Although valuable and worthwhile, these activities are largely planned and taught by the teaching staff. Consequently, the outcomes are often predictable. Children too often follow instructions (a skill they do need to learn but not at the expense of developing their creativity). When children are encouraged to express their own ideas using their own selection of materials, their achievement begins to blossom. For example, after visiting the National Railway Museum in York last year, children produced some very lively writing, drawings and models that were much more their own creations.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good leadership and management of English make a positive impact on standards;
- Good teaching enables pupils to achieve well in reading and writing;
- Not enough attention is given to pupils' weaknesses with spoken language.

Commentary

32. In the 2004 national assessments, results in reading were above average and average in writing. In both subjects, results were much higher than in similar schools. Standards in Year 2 currently are at the same levels.
33. The headteacher's leadership and management of English are good. Very effective systems for assessing pupils' learning, tracking their progress and setting targets have resulted in good achievement. Teaching is regularly checked, along with teachers' lesson planning. Pupils' written work is carefully examined. Weaknesses are identified, discussed with all members of staff and further improvements are made much more so than at the time of the past inspection.
34. The teaching of reading is good and often very good in Year 2. Large books are used effectively to increase pupils' enjoyment of reading. These sessions significantly improve their vocabulary and increase their understanding. Teachers work with small groups of pupils, analysing their reading skills and improving their technical skills, such as word blending. In addition, staff work hard to ensure that

every child reads individually every day. These strategies ensure that most pupils learn to read fluently by the end of Year 2. Pupils who experience difficulties with reading are quickly involved in 'catch up' programmes operated by skilled teaching assistants. This particularly benefits pupils with special educational needs who respond well and make good progress.

35. The school has successfully raised standards in writing. In the past, boys have not performed as well as girls. Initiatives to remedy this include intensive courses provided by the headteacher, which improve boys' writing skills and increase their motivation. More recent assessments show that the gap between boys' and girls' achievement is closing. Teaching of writing is good. Pupils of all abilities respond well to the well planned, varied and stimulating lessons. Staff work effectively to improve pupils' skills in handwriting, spelling and punctuation. ICT is used well to engage pupils' interest in writing. For example, in a very good Year 2 lesson, a 'Spell mate' program was used very effectively to help pupils to construct imaginative sentences.
36. Standards in listening are satisfactory but many pupils are not confident and articulate speakers. Pupils have made progress in this area but standards in speaking are still below average by the end of Year 2. Pupils are encouraged to offer their views but on many occasions it is only the more able ones who explain their ideas fully. There are valuable question and answer sessions in all lessons, but not all pupils participate. Some pupils play only a very small part in the proceedings, even when teachers question them by name. Consequently, they do not improve their conversational skills significantly. Currently, there are not enough planned opportunities for pupils to discuss and refine their ideas in pairs and small groups to raise levels in speaking to match the better standards in reading and writing.

Language and literacy across the curriculum

37. Reading skills are reinforced well in other subjects. Pupils have access to a well-equipped library to research various topics. Writing skills are developed satisfactorily in subjects such as science, although the use of worksheets in history and religious education restricts opportunities for free expression. There are good links between English and ICT, particularly in word processing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Assessments made of pupils' learning are used very well to provide challenging activities and targets for improvement;
- Effective teaching methods enable pupils to learn successfully, although they are not always encouraged to explain their ideas;
- Learning in mathematics is reinforced and extended well in other subjects.

Commentary

38. Pupils continue to achieve well in mathematics as they did at the time of the last inspection. Many children start school with levels of mathematical understanding

lower than expected for their age. Good teaching, particularly in Year 2, enables them to achieve well and reach the levels expected before moving to junior school. The school's results in mathematics have been rising quickly and are higher than in similar schools. These improvements are attributable to effective subject leadership and management. Teaching and learning in lessons, the quality of work in pupils' books and assessments made of their learning are carefully checked and improved. Former weaknesses, such as problem solving, have been identified correctly and remedied.

39. Teaching is good. Pupils learn effectively because teachers have good subject knowledge and explain things clearly. Another strong feature is the way in which pupils' knowledge, understanding and skills are very carefully assessed. Teachers use the results of these assessments well in providing work at just the right level to match pupils' different learning needs. More able pupils are given challenging tasks and often expected to work independently or in small groups, solving the problems they encounter for themselves. Teachers and assistants keep a wary eye on their progress but only intervene where necessary. More able pupils prosper well under this regime. They gain confidence, work very productively and reach the higher levels of which they are capable. Pupils with special educational needs benefit from very good levels of support. They have good opportunities to talk about their work with classroom assistants. They learn new vocabulary and skills successfully and this enables them to make good progress. Pupils know exactly what they need to do to improve. Their work is constructively marked. Discussion sessions at the end of the lesson help them to reflect on their learning and clear targets are set to help them to improve.
40. Teachers have a good repertoire of approaches to help pupils to acquire new skills. Mental starter sessions play an important part in developing pupils' thinking and quick calculating skills. For example, in one lesson the teacher introduced a variety of singing and rhyming games, which vastly improved pupils' counting in multiples of five and ten. Very effective use is made of ICT in teaching mathematics. Illustrations are projected onto a large screen, which teachers and pupils can touch to make changes. This makes learning very visual and helps pupils to understand difficult ideas, such as learning to tell the time on traditional and digital clocks. Teachers use questioning well to make pupils think. Pupils are usually asked to explain how they have worked out the answer. The more able pupils, in particular, develop a good awareness that there are different ways to find an answer. However, more than half of the pupils in any one class are not confident speakers and often sit quietly and let others explain. Teachers try to involve them by asking them specific questions but there is not enough time in the lesson to enable them all to speak. Insufficient use is made of paired and small group discussions, which would enable all pupils to converse at their own level.

Mathematics across the curriculum

41. Good planning ensures that mathematics is an integral part of learning in other subjects. Links with ICT are particularly valuable. Through ICT pupils learn to gather, sort and represent data in charts and graphs. Their mathematical skills help them to gather and interpret results in science. Tackling written problems in mathematics improves pupils' capacity to read with understanding. Making models in design and technology enhances their skills in measuring.

SCIENCE

Provision in science is **good** as it was at the time of the last inspection.

Main strengths and weaknesses

- Pupils achieve particularly well in developing skills of investigation;
- The imaginative use of resources extends pupils' interest and learning well;
- Teaching science alongside other subjects benefits pupils' creative development but makes it harder for teachers to extend the learning of the more able pupils.

Commentary

42. Teachers' assessments in science in 2004 show that standards are broadly at the levels expected and higher than in similar schools. Standards in Year 2 currently are at similar levels.

43. The subject leader's effectiveness is reflected in pupils' good achievement. Despite pupils entering school with limited knowledge and understanding of the world, good teaching enables them to reach the standards expected by the end of Year 2. Valuable training has been provided for teachers on how to develop the investigative aspects of science. Consequently, they are proficient in guiding pupils to plan and carry out simple experiments for themselves, such as investigating the growth of plants and testing different materials for absorbency. These experiences enable pupils to make sensible predictions about what they expect to happen. Their skills of observing and recording their findings develop well and they learn to draw reasonable conclusions.
44. Teaching is good. Pupils are introduced to new ideas very effectively. Objects, illustrations and large ICT projections, successfully capture their interest. For example, Year 1 pupils watched a short video clip intently, fully absorbing the information on how sounds are made and how the ear works. One pupil very astutely pointed out that she could feel the vibrations from the television set through the carpet. In a Year 2 lesson, pupils skilfully classified pictures of different creatures into four groups by touching and dragging the images across the large screen. Thorough and imaginative preparation of practical activities injects purpose and fun into learning. For example, Year 2 pupils sharpened their senses considerably by playing detectives. They were able to identify photographs taken from unusual angles and the contents of mystery boxes and jars. Teachers and classroom assistants support the learning of pupils with special educational needs very well, not least by using a special signing language to ensure that they understand instructions.
45. The school has responded positively to national initiatives to provide a more creative curriculum. For the first time this year, science has been integrated with other subjects, such as art and design and design and technology. Consequently, there may be as many as five different activities taking place at the same time. Pupils have greater choice in how to express their learning, for example through drawing, painting or making models. They enjoy this freedom and work with good concentration. However, keeping tabs on all the different tasks taking place makes it harder for the teacher to concentrate singularly on developing pupils' knowledge and understanding of science. This can adversely affect the learning of the more able pupils, particularly when the lesson plan does not specify how they will be challenged. More able pupils appear to achieve more when the lesson concentrates singularly on science. For example, by focussing entirely on scientific elements, Year 1 pupils were able to understand how sound travels and the more able ones went further by learning how sound can be amplified or softened. Pupils' completed written work in science is placed in a general folder mixed with other subjects. This makes it harder for teachers, the subject leader and the pupils themselves to see the progress being made and to identify areas where further improvement is needed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good leadership and management are significant factors in raising standards;

- Good teaching ensures that pupils achieve well in acquiring new skills;
- ICT is used well in the learning of others subjects.

Commentary

46. When most children start school, they have very little experience of the world around them, including the use of computers. The good teaching they receive enables them to achieve well and reach the standards expected by the end of Year 2.
47. The subject leader and headteacher together provide very good leadership and management. The good level of resources and wide scale use of ICT is largely the result of subject leader's enthusiasm and hard work. High quality training for all staff, along with effective systems for assessing pupils' learning, have improved the provision in ICT significantly since the last inspection.
48. All classes are timetabled for ICT lessons within the well equipped computer suite. These lessons are closely linked to learning in literacy and numeracy. All classrooms have a computer workstation and a laptop. Pupils benefit from frequent use of computers, consequently they develop competency in using the keyboard and the mouse. They learn how to open and close programs and save and retrieve their work. More able pupils show good understanding of how to combine text and graphics to produce colourful presentations. Similarly, most pupils understand how to enter simple data into a database and present information in the form of charts and graphs. ICT is used successfully to promote pupils' independent learning. The recent provision of large projection screens linked to computers has had a dramatic effect on pupils' learning. For example, by observing the large screen, Year 1 pupils were able to understand how the hour finger moved in relation to the minute hand. Most lessons observed in all subjects made effective use of these screens to inform, demonstrate and explain new skills. They have proved highly motivating. Pupils also access the Internet through the BBC websites, which enhances their appreciation of what computers can do.

Information and communication technology across the curriculum

49. A good balance is maintained between pupils being taught the specific skills of ICT and using them to improve learning in other subjects. ICT is very well integrated into other subjects through half termly topics. The subject has a high profile in the school and ICT work features strongly in displays in classrooms and corridors.

HUMANITIES

50. A judgement on the provision in **geography** and **history** has not been made because no history lessons and only one geography lesson were observed. Discussions with pupils and an examination of their work provided additional evidence.
51. In geography, the pupils' work in their topic books is varied and challenging, particularly in Year 2. Mapping skills are developed well. Younger pupils are given responsibilities to plan their school environment, for example, for developing the outdoor quadrangle areas. Surveys of the local area enable older pupils to identify its best and worst features. Good links are made with other subjects, such as when graphing different house types in the locality. Older pupils compare and contrast

their own lives and surroundings with those of the inhabitants on Struay, an imaginary Scottish island, to broaden their horizons further.

52. History makes an important contribution to pupils' understanding of their own culture. A good range of 'real' experiences is provided to widen pupils' historical understanding. For example, some very effective work has been produced following a visit to the local Mining Museum. Year 2 pupils are provided with challenging tasks, for example, in contrasting nursing in Florence Nightingale's hospitals with nursing methods of today. Opportunities are sometimes missed for pupils to extend and improve their writing skills because they are asked to fill in worksheets.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Very good teaching in Year 2 enables pupils to achieve well;
- Pupils have relatively few first hand experiences of other religions to enrich their learning.

Commentary

53. Pupils' achievement is satisfactory overall but they achieve very well in Year 2 to reach the standards expected in Wakefield schools. Pupils with special educational needs are given very good support, enabling them to make good progress.
54. There are only a few examples of written work in pupils' topic books and these are mainly worksheets. Consequently, opportunities are missed for pupils to express their own ideas and improve their writing skills. However, valuable discussions take place in lessons, particularly when pupils talk about their own experiences. These discussions play a valuable part in pupils' learning. For example, a Year 1 pupil with special educational needs was asked to bring a box of his special objects to show to the class. Everyone then drew and wrote about things that they held precious. This provided a firm foundation on which pupils could begin to understand that faith is special to many people. Teaching is very effective in Year 2. In these classes, pupils learn very successfully to understand and respect the beliefs and feelings of others and come to know more about themselves. In one very good lesson, pupils read Jesus' parable of the Good Samaritan, using an ICT projection onto large screen. Next they volunteered to act the parts of characters in the story and to answer questions about their behaviour and feelings. Finally, they considered why Jesus told the story and what they could learn from it. As one pupil later explained, 'You've got to help other people if you can.' Year 2 pupils speak with enthusiasm about their studies of Christianity, Islam and Hinduism.
55. Leadership and management are satisfactory. Teachers' plans are monitored but pupils' written work is not checked. Consequently, differences between classes and year groups go unnoticed. Resources have been much improved since the last inspection. Pupils can now see a Qu'ran, with its special stand and coverings. This enables them to gain a true understanding of the *great* reverence that Muslims have for their holy book. As one child aptly pointed out, 'If you got a spot of dirt on it, you'd be in loads of trouble!' However, these pupils have so far had no direct contact with visitors representing any faiths, neither have they visited any places of worship. Consequently, their understanding is limited and not as rich as it could be.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56. One **music** lesson and one **design and technology** lesson were observed and no lessons in **art and design** were seen. This is not enough to make a judgement on provision in these subjects. However, discussions with teachers and pupils and an analysis of completed work, provides additional evidence.

57. In art and design, there is good scope for pupils of all abilities to work with different materials. Through themes such as 'fairs and festivals' and 'light and dark' they explore the use of pencil, paint, and chalk and use a range of collage materials. Pupils enjoy these activities and some of the work produced is of a good standard. It is very well displayed in classrooms and corridors. There is no teacher with special responsibility for the subject, but all staff contribute to the planning and management. Detailed portfolios provide striking examples of some of the work that pupils produce.
58. Design and technology has a high profile and is regarded as an effective medium through which pupils can express their ideas creatively. In a good Year 1 lesson, for example, pupils used straws, card and lollipop sticks imaginatively to design and create three-dimensional sculptured flowers. Pupils work with a wide range of different materials and derive great satisfaction from the products they make. There are many examples of work completed to good standard, such as the finger and glove pupils and the highly effective mobiles that decorate the school corridor. Design and technology is linked meaningfully with other subjects. For example, making models of the pit wheel and miners' houses effectively extended pupils' understanding of their own heritage. However, apart from experimenting with Hindu Mendhi patterns, there is much less evidence of pupils studying the technologies of other cultures. Pupils have a good grasp of the purpose of a design. These invariably involve labelled diagrams and lists of materials and tools needed. ICT graphic programs are used to good effect to encourage them to experiment with shape and colour as an aid to design. However, written evaluations of their completed work are sparse and opportunities are missed to improve pupils' report and instruction styles of writing.
59. Pupils enjoy music. The standard of singing is good. Pupils know many songs off by heart. They sing with feeling and enthusiasm, particularly when they add actions to songs of praise in school assemblies. Teaching was good in the one lesson observed. The lesson was packed full of varied and stimulating activities. Pupils responded very well. They listened carefully, picked up the beat and the rhythm in the music quickly and repeated them accurately by clapping and playing instruments in time. The lesson was helped by a good selection of musical instruments and a large hall with space to express their ideas through movement. Pupils are learning effectively how symbols help them to play in unison. Their skills of composing are extended well by teaching them to experiment with different combinations of word syllables to create a variety of musical patterns. There is scope, however, to use music more fully to improve and extend pupils' spoken language, for example, by commenting on the piece of music listened to and making constructive comments about their own work and that of others.

Physical education

Provision in physical education is **good** and has improved since the last inspection.

Main strengths and weaknesses

- The subject benefits from good leadership and management;
- Pupils improve their performance by learning to assess their work critically;
- Physical education makes a strong contribution to pupils' personal development.

Commentary

60. The subject leader provides a very good example of how to teach physical education. Her expertise is shared well and teachers' confidence has grown by observing each other's lessons. These factors have led to good achievement in gymnastics and dance and pupils are reaching standards higher than those expected for their age. Pupils with special educational needs, particularly those with physical disabilities, benefit from high levels of care and attention. They are fully involved in lessons and are given sensitive support, which enables them to make good progress. Challenging and stimulating lessons inspire the more able pupils to nurture their talents. For example, a Year 2 pupil launched herself off a small trampoline, flew through the air in a perfect star shape and landed faultlessly on the mat.
61. Teaching of gymnastics is good and there is some very good teaching of dance. Lessons are carefully planned, well organised and very effectively supervised. For example, large apparatus is imaginatively set out to offer maximum challenge. However, meticulous attention is given to safe practice. Lessons place a strong emphasis on coaching and improving pupils' physical skills. Teachers use demonstration effectively. Pupils are asked to perform whilst others watch. Constructive discussions, highlighting good elements and any potential for improvement, follow these sessions. Pupils expend as much mental as physical effort in order to meet the teachers' challenges. Even when moving between pieces of apparatus, they find different ways to travel. By Year 2, pupils are adept at incorporating different movements into well executed sequences.
62. The physical education curriculum has many benefits, not least the strenuous workouts that raise pupils' fitness levels significantly. There are good opportunities for pupils to improve their social skills by working in groups. Physical education enhances learning in other subjects. For example, in a very good Year 2 lesson, pupils' imagination was stirred by asking them to produce dramatic performances of the movement of different animals. This experience markedly improved their poetry when they used words such as sliding, slithering, twisting and swinging, which had been introduced earlier. Such activities are effective in developing pupils' creative talents and, in making comments about other pupils' work, they learn tact and diplomacy.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

63. Many profitable opportunities are provided for pupils to understand themselves and others, which helps them gain self-confidence and increase their self-esteem. During personal, social and health education and citizenship (PSHCE) lessons, pupils are encouraged to share their experiences and their concerns. They are frequently asked to think about relationships, their contribution to the school and helping others. School assemblies and lessons in religious education and geography successfully guide pupils towards forming their own values and respecting those of others. There is an effective programme for encouraging healthy eating and living. Pupils are encouraged to discuss and understand their own responsibilities and how their personal contribution affects others. This helps them to appreciate the principles of living together in a community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
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	2
Support, advice and guidance for pupils	2
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	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	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).