

INSPECTION REPORT

Boutcher Church of England Primary School

Bermondsey

LEA area: London Borough of Southwark

Unique reference number: 100822

Head teacher: Mrs J. Marwood

Lead inspector: Mrs S. Vale

Dates of inspection: 2nd - 4th February 2004

Inspection number: 255569

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:	Voluntary Aided
Age range of children:	4-11
Gender of children:	Mixed
Number on roll:	194
School address:	93 Grange Road Bermondsey London
Postcode:	SE1 3BA
Telephone number:	0207 237 2149
Fax number:	0207 231 8722
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Aldwyn Holley
Date of previous inspection:	27 th -30 th April 1998

CHARACTERISTICS OF THE SCHOOL

Boutcher is a Church of England primary school with close links to the local church and Southwark Cathedral.

It is housed in an old Victorian building with limited space in an historic part of London. There are 196 children on roll, about the same size as other primary schools. It is situated in a socially deprived area of London. One third of children are entitled to free school meals, which is above the national average. A high number of children, some 46 per cent have a mother tongue that is not English. Seventeen are at the early stages of English language acquisition. Children come from a wide range of ethnic backgrounds, mainly White British and West African. Other groups include, mixed African, Caribbean, and Chinese. Attainment on entry has changed since the last inspection, and children now start school with attainment which is below that expected nationally. The percentage of children identified as having special educational needs is below the national average, and there are two children with statements of special educational needs. A school achievement award was presented in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22476	Mrs S. Vale	Lead inspector	Foundation Stage, art and design, design and technology, English as an additional language and music.
9977	Mrs F. Luke	Lay inspector	
18381	Mr. G. Ewing	Team inspector	Special educational needs, mathematics, science, physical education.
22704	Mr G Williams	Team inspector	English, information and communication technology, geography, history.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

Overall evaluation

Boucher Church of England primary is an effective and inclusive school. The outstanding spiritual ethos pervades every aspect of school life ensuring that children are at the centre of everything. Children therefore achieve well and make really good progress. They are supported by good teaching and the high aspirations of the head teacher. Standards at the end of Year 6 are above average in English, mathematics and science. Good standards are also achieved in history and geography. The leadership of the head teacher is very good. The school is managed very well on a daily basis and all involved in it work hard to overcome barriers to achievement. It provides good value for money.

The school's main strengths and weaknesses

- The leadership provided by the head teacher is very good and gives purpose and drive to the school.
- The spiritual ethos of the school is outstanding.
- There is good achievement in English, mathematics and science.
- Teaching is good overall with consistently high teaching in Year 6.
- There is a highly effective partnership with parents.
- The curriculum is broad and the literacy groupings for Years 3 to 6 are innovative and helping to raise standards.
- Children behave well and want to learn.
- Children make a good start to their school life in Reception.
- There is a lack of opportunity in mathematics and science for children to develop their enquiry and investigative skills fully.

There have been significant improvements since the last inspection. Key issues for development identified in the last inspection report have been achieved effectively. The attainment of children when they first start school is changing, and the school is tackling this very well. The aim to improve standards is central to the innovative changes to the curriculum, and the success of these is due to the high aspirations of the head teacher.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	C	A
mathematics	C	C	A	A*
science	A	B	B	A

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

Children achieve **well** throughout the whole school. In the Foundation Stage, the majority of children are on course to achieve the early learning goals in mathematical, creative, physical, personal and social development. They are not on course to meet them in communication, language and literacy. There are a significant number of children who achieve well and will exceed the early learning goals in knowledge and understanding of the world.

In the infant and junior stages children achieve well. In national tests results at the end of Year 6, standards in English are average. They are above average in science and well above in mathematics. When compared to similar schools they are well above average in all subjects.

Standards in information and communication technology are average. Children with special educational needs and those for whom English is an additional language also achieve well. This is mainly due to the good teaching and the outstanding spiritual ethos which pervades the school and which is inherent in allowing every child to achieve to the best of his or her ability. Children love coming to school and attendance is very good, their moral, social and cultural development are also **very good**.

Quality of education

The school provides a **good** quality of education for its children. Teaching overall is **good**. It is very good in Year 6. The majority of teachers know their children well, and good planning ensures that children's progress is rapid. The newly created and innovative curriculum in literacy, and in the teaching of other subjects, is already raising standards and ensures that children achieve to the best of their ability. High priority is given successfully to promoting equal opportunities. Assessment procedures are thorough. There is very good support from support staff who are instrumental in enhancing children's achievements. The curriculum provides a good range of activities and children want to learn. There are good opportunities for enrichment through extra-curricular provision as well as the use of visits and of visitors. Singing plays an important part in the life of the school. Children are cared for and supported very well. There are effective links with parents and the local community.

Leadership and management

Leadership and management are **very good**. Governance is satisfactory. The daily management of the school is very good. There are good strategies in place so that the many new staff, have been speedily and successfully integrated into the life of the school. Children come first and the school's self evaluation ensures that this remains the case. High priority is rightly given to the induction of new staff, and to their training. This helps to overcome the challenges of staff turnover.

Parents' and pupils' views of the school

The parents hold the school in high regard. Children want to come to school and feel valued. They enjoy their lessons and have trust in their teachers.

Improvements needed

The most important things the school should do to improve is;

- Ensure that there are more opportunities for children to follow lines of enquiry and investigative activities in mathematics and science.
- Use information and communication technology more consistently across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards at the end of the Foundation Stage are as expected in all areas of learning except in communication, language and literacy where there are a significant number of children who are unlikely to reach the early learning goals set for them. Many pupils will exceed the early learning goals in knowledge and understanding of the world. Standards are in line with national averages in English, mathematics and science by the end of Year 2 and above national averages in mathematics, well above in science and as expected in English by the end of Year 6. When compared to similar schools, standards reached by children by the end of Year 6 are high. Achievement in Reception and from Year 1 to Year 6 is good.

Main strengths and weaknesses

- All children, regardless of their ability, make good progress in English, mathematics and science by the end of Year 6.
- Children with English as an additional language achieve as well as their classmates.
- Foundation Stage children achieve well.
- Standards are above average in English, mathematics, science, history, and geography in Year 6.

Commentary

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.8 (15.1)	15.7 (15.8)
Writing	15.4 (14.2)	14.6 (14.4)
Mathematics	16.5 (15.4)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.3 (24.8)	26.8 (27.0)
mathematics	29.3 (27.0)	26.8 (26.7)
science	29.6 (29.5)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

1. Children achieve well throughout the whole school. In the Foundation Stage, children meet the majority of the learning goals expected of them and are achieving well. There is a significant number of children who, although they are making good progress are unlikely to achieve the early learning goals in communication, language and literacy. The attainment with which children now start school is lower than in previous years, and therefore they have more ground to cover. They benefit from good quality teaching supported by very good strategies to track their progress and complete work that meets their needs.

2. In Year 2 and Year 6 standards are rising steadily. In Year 2, in 2003 results from national tests, in comparison to similar schools, are well above average and in Year 6 very high. Over the last two years, the school's Year 2 results in reading, writing and mathematics have been well above average and reflect continued improvement in recent times. The national test results for Year 6 are also very good with particular strengths in mathematics and science. All the children reach the nationally expected Level 4. Teachers and parents are justifiably proud of these achievements and parents are especially positive, as they believe that their children achieve well and that their individual needs are well catered for.
3. An important factor in these high results is the successful implementation of the National Literacy and Numeracy Strategies. The high endeavours of all the staff and children have had a very positive impact on raising standards to this level. The school monitors its performance carefully and tracks the progress of all children individually in order to respond positively to emerging issues.
4. The school provides a rich curriculum that stimulates the children to want to learn. The quality of teaching is good and tasks are well matched to the needs of the majority of children. In mathematics, good emphasis is placed on developing children's numeracy skills and in science children demonstrate competence in scientific skills through their scientific knowledge and understanding. The new strategy for teaching literacy is leading to above average standards in English because the ability groupings across Years 3 and 4 and Years 5 and 6 are having a very positive impact on achievement. Children do well in history and geography because their skills are developed well through an interesting thematic approach that is rigorous and challenging. Teachers' enthusiasm is successfully transferred to the children.
5. Most children start school with below average skills. They quickly take on and consolidate new learning as they move through the Foundation Stage. Their personal, social and emotional developments are sound. They achieve the majority of nationally agreed learning goals and this is made possible by the rigorous planning, good teaching and assessment and the very good relationships between adults and children. This gives the children the confidence to learn and do as well as they can.
6. The school is fully inclusive and caters very well for the range of abilities across the school. The majority of children, including those with special educational needs and higher attaining children, achieve well because they make good progress in lessons due to the quality of adult support and well-matched tasks. Children with special educational needs are very well supported both by teachers and an experienced and able team of teaching assistants.
7. The school has well-developed assessment systems and these clearly show the good progress children make as they move through the school. Such progress is enhanced considerably by teachers' very good planning, that meets children's individual needs and the good support in class of experienced and well trained teaching assistants. A significant proportion of children speak English as an additional language and the provision made for them is effective. The majority of children become fluent in spoken English by the end of Year 6. They demonstrate a growing confidence with their reading and writing skills, with their achievements in English, mathematics and science at least in line with children whose first language is English.
8. The very positive ethos that permeates the school's corporate life has a major impact on the standards achieved, by allowing every child to achieve to the best of his or her ability.
9. Children are provided with regular opportunities to develop their speaking and listening skills including very moving participation in school assemblies and services. In mathematics and science, for example, children are actively encouraged to learn and apply new vocabulary to different situations and they confidently make predictions, discuss their work and listen attentively to their peers when considering alternative strategies.

Pupils' attitudes, values and other personal qualities

Children's attitudes and behaviour are good. Their attendance is very good.

Main strengths and weaknesses

- Children's attendance is very good and there is little unauthorised absence.
- Children show interest in learning and have good attitudes to their work.
- Children behave well in lessons and around the school.
- Relationships between children, and between children and adults, are very good and there is a high degree of racial harmony.

Commentary

10. Attendance is very good and has a significant impact on children's achievements. Very good attendance is promoted well by the school and parents respond to this by ensuring their children come to school regularly and that they arrive on time.

11. Children are eager to participate in all aspects of school life. They show enthusiasm for their work, concentrate well and show a high level of interest and curiosity in lessons. Behaviour is good in lessons, around the school and on the playground. Children are all very clear about the school and class rules and fully understand the difference between right and wrong. There were no exclusions in the year prior to the inspection. The pre-inspection questionnaire shows that the vast majority of parents are happy that their children are free from harassment. Children spoken to were clear that there was always someone they could go to should they ever need support. Children are happy at school and feel secure and well cared for.

12. In lessons, teachers take care to include all the children, so that they work collaboratively with each other. Several examples were observed during the inspection where children helped others in lessons as well as in the playground. In lessons, children displayed patience, gave direct help to their friends and offered encouragement when children were contributing to class activities and discussions.

13. Children in Year 6 have opportunities to take on additional responsibilities, such as House Captains or helping around the school. They take pride in doing these well.

14. Children's moral, social and cultural development is very good. In assemblies and in lessons, children refine their understanding of right and wrong, learn to appreciate the feelings and values of others and to respect individual differences. Their spiritual development is outstanding as it is fostered when children are helped to appreciate the world around them and when they become totally engrossed in lessons, such as music and literacy. There is a very strong feeling of spirituality around the school and the ethos of belonging to a family is fostered. Social skills are developed effectively as children learn to work collaboratively, and to take responsibility for daily tasks. The school's good programme of support for charities leads to an appreciation of social responsibilities in a wider world. A very good programme of cultural activity, including drama, music and art, enriches children's cultural experiences.

Example of outstanding practice : Spiritual development

The way in which the school develops children's spirituality.

The school's philosophy and spiritual awareness is very firmly rooted in its Christian foundation. Throughout its daily life the school fosters a strong feeling of belonging to a family. This loving, caring ethos permeates every aspect of school life. Whilst it is at its strongest in the excellent assemblies, it can also be felt in lessons, when children are singing and in the respect everyone has for each other. The children and all who work at the school have a sense of spirituality and communicate it effectively. Members of staff, pupils and all those who work within the school have an intrinsically linked role in promoting and creating a harmonious and loving community. Together they create a real spiritual essence which is the heart of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The quality of teaching is good overall, as is the innovative curriculum. The school provides good opportunities to enrich children's learning. Its provision of children's care, welfare, health and safety is good and there is a positive and effective partnership with parents. The many new staff have been integrated well. Accommodation, although cramped, is used well.

Teaching and learning

The quality of teaching, learning and assessment of children's progress is good.

Main strengths and weaknesses

- High standards of teaching in Year 6.
- Good planning by teachers ensures that children learn to the best of their capability.
- Support staff make a valuable contribution to children's learning.
- Teachers do not make enough use of investigative work in mathematics and science or information and communication technology across all areas of the curriculum.
- The school's assessment procedures and analysis of results are good.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (19%)	17 (46%)	10 (27%)	2 (5%)	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.

15. The quality of teaching is good overall and enables children to make good progress. In two thirds of lessons teaching was good or better. Many of the best lessons seen were in Year 6. Lessons are well planned so that individual needs are fully catered for and children can achieve to the best of their capability, including the large numbers of children for whom English is an additional language and for those with special educational needs. Work is challenging for all children regardless of their abilities.

16. In the Foundation Stage, good planning together with very good 'on going' assessment procedures successfully develops children's learning. There is very good support from learning support assistants which also helps children to achieve well.

17. In Years 1 to 6 good teaching was seen across all subjects because teachers have good subject knowledge. Lesson planning is thorough and reflects the good assessment procedures in the school so that teachers know what they intend children to learn and how. Resources and activities are carefully planned and prepared and different tasks are matched well to differing needs. Support staff make a valuable contribution to children's achievements. Appropriate use of homework adds to children's progress. In the best lessons, there is a strong sense of purpose and challenge. Lessons are interesting and stimulating and allow children to develop their own ideas and thoughts. For example, in a Year 5 and 6 literacy group children wrote a balanced report on why there is little showing of women's football on television. Children's behaviour and attitudes to their work are good, and this impacts positively on their progress. In a very small number of lessons seen where there were weaknesses in teaching it was because children were not always kept on task. There are a lack of opportunities for children to use investigative methods of learning in mathematics and

science, and the use of information and communication technology is not always thoroughly explored across all areas of the curriculum.

18. When necessary, lessons are planned so that children learning English as an additional language work in a small group with a skilled learning support assistant. They often cover the same material as their peers in class but it allows them the opportunity to gain confidence in speaking and listening and trying things out without fear of making a mistake.

19. The quality of planning, teaching and support in class for children with special educational needs is good and they are well catered for. Inspection evidence shows that the children with statements of special educational needs receive very good support. Teaching assistants ensure that lesson activities are well planned, appropriately matched to the children's abilities and that the children do not miss out in any way.

20. Assessment procedures are good. Children's progress is tracked carefully and individual targets are set and shared with parents as well as the children. They are regularly referred to in lessons, so that children are continuously reviewing and refining their work. Throughout the school children's work is marked regularly and with constructive comments to help them know how to improve.

Curriculum

The curriculum in the Foundation Stage is well planned to the stepping stones so that children are well catered for in order to meet the early learning goals. The quality of the curriculum throughout the school is good. Children, including those with special educational needs are offered a wide range of enriched opportunities. There is a good range of extra-curricular activities. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The curriculum is innovative and offers a broad range of enriched learning opportunities, which enable children to achieve well.
- The curriculum meets the requirements of the National Curriculum.
- Strategies for the teaching of literacy and numeracy work well and support other subjects.
- The themed approach to the teaching of geography and history works well, and helps children to achieve high standards in these areas of the curriculum

Commentary

21. The school is fully inclusive and provides an enriched, well planned and balanced curriculum to which all children have equal access. Statutory requirements are met in all subjects. The good quality of education and high standards achieved, are the result of very careful analysis of how best to meet the needs of all children. Setting and teaching children according to their abilities (across year groups) in English, incorporating extra staff allows them to be taught in small groups. This is already in a short space of time starting to have a positive effect on the raising of pupils' attainment.

22. The introduction of the thematic approach to learning, whereby the teaching of geography and history are linked together provides opportunities for children to use skills, and techniques learnt in one subject across other areas of the curriculum. For example, history and design and technology, geography, art and information and communication technology provides research and reporting opportunities for both. The standards achieved are good as a result of using this system. The thematic approach establishes a good cohesive well planned curriculum reflecting the spiritual ethos of the school and the opportunity for all children to achieve to the best of their ability. This provides the school with the facility to continually appraise its teaching, learning and standards.

23. The national strategies for numeracy and literacy have been successfully and consistently implemented throughout the school. They are underpinned by effective whole school planning that ensures full curriculum coverage and adequate teaching time. Teachers provide good opportunities to promote speaking and listening skills when discussing learning objectives at the beginning of lessons and through the plenary sessions at the end. These are further developed in class assemblies, which offer very rich opportunities for children to publicly display their eloquence in theatrical performances to the whole school and parents. In one assembly performed by Year 6 there was a real feeling of spirituality which permeated the performance. It included comedy, knowledge of other cultures, a growing awareness of the world in which we live, a maturity of approach and above all a sense of belonging and understanding. It was a delight to see and really enjoyed and appreciated by children, parents and visitors alike.

24. The school uses the curriculum effectively to ensure that children with special educational needs are supported well, carefully using individual education plans tailored to their needs. These are of good quality, detailed and support planning in order that all children achieve their potential. Staff have a very good understanding of the curriculum, interact well, understand children's needs and respond appropriately. The teaching assistants are well prepared and involved totally in the process, documenting carefully their observations of the children, which are discussed with the class teacher throughout the day.

25. Teachers plan the sequence of each lesson to include a range of interesting opportunities to ensure that all skills for each subjects are effectively taught. The curriculum is further enriched with a good range of extra-curricular activities such as sport and food technology clubs, as well as a very good personal, health, social and citizenship education programme, including healthy eating, which was promoted in a very practical way during the school day. The school enhances its curriculum with visits and visitors, such as artists in residence and talking to people who have been evacuees. This is good practice and allows children to have first hand experiences of history. Sport is promoted well and competitive activities are linked to a residential visit. Music is an important aspect of school life.

26. Children with special educational needs are well supported in class through effective matching of tasks to their abilities, and the very good deployment of teaching assistants. Individual education plans are used as working documents and there is good evidence to show that daily adaptations are made to planning and lesson activities in order to respond to individual children's changing needs. Tracking of a Year 4 girl's progress, for example, showed a consistent and sustained improvement in spelling over the period of a term.

27. The head teacher leads and manages the curriculum effectively and promotes all aspects with an innovative and stimulating approach. She acknowledges that some fine tuning is now necessary to plan more consistently to promote the investigative aspects of mathematics and science and include the use of information and communication technology across the curriculum.

Care, guidance and support

Provision for children's care, welfare, health and safety and support, advice and guidance based on monitoring of children's achievement is good. The involvement of children through seeking and acting on their views is satisfactory.

Main strengths and weaknesses

- The induction arrangements for children entering the Reception class, as well as children starting at in the main school are good.
- There are good procedures for health and safety, child protection and first aid.
- Adults know children well and provide good levels of care for their well being.

- The school has good systems in place to monitor children's academic progress and personal development.
- The involvement of children in the school's work and development is satisfactory.

Commentary

28. There are good induction arrangements for all children when they start at the school. These procedures include opportunities for parents and children to visit the school before they start, to meet other children and staff and get to know the school. As a result, children get off to a flying start at school, settle in quickly and happily and make progress.

29. The school has good health and safety procedures. Staff make regular health and safety checks to grounds, buildings and equipment and carry out risk assessments. The head teacher is the person responsible for child protection matters and has received appropriate training. Staff are kept fully informed and up to date about the procedures. All staff are aware of the necessity to inform the head teacher should they have any concerns. The arrangements for first aid and for looking after children who are unwell are appropriate, with several trained first aiders. Staff are kept up to date about children's specific medical needs.

30. All adults, who work in the school, form close and trusting relationships with the children. They really know them and provide good levels of care for them. Discussions with children show that they feel very safe and secure and can turn to a number of adults if they need help or comfort. Parents particularly commented on the "family feel" of the school. There are no formal arrangements for consulting children about their views of the school, although those children spoken to do feel they would be able to speak to staff should they wish to air any views.

31. Considerable effort and care is directed towards including children with special educational needs in all aspects of the school's life. In lessons they are involved fully and resources are skilfully adapted to enable them to participate in as many ways as possible. The school has good informal systems to monitor the children's personal development.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. There are satisfactory links with other schools.

Main strengths and weaknesses

- Parents have positive views of the school.
- The school provides parents with good information about the curriculum and how to help their children at home.
- Good links with local pre-school provision ensures that children settle quickly into school.
- Written reports on children's progress are satisfactory.
- There are good links with the local community from which children gain benefit.

Commentary

32. Parents and carers have positive views of the school; the school works well with parents who feel that they are welcome in the school at any time.

33. The school gives parents information about the curriculum by arranging regular curricular evenings, which are well attended. Many parents support their children by encouraging them with their homework, ensuring it is completed and returned to school on time. A small number of parents come into school on a regular basis and help in the classroom or on school trips. The pre-inspection parents meeting and the responses received to the questionnaire show that parents have a high level of regard for the school.

34. Regular newsletters give parents a clear idea of what is happening in school so they feel well informed. Their views are occasionally sought on issues such as behaviour policies. There are written reports for parents about their child's progress. These written reports are satisfactory and

state what children, know, understand and can do. There are also good opportunities for parents to meet staff informally to discuss their child's progress, as well as at regular formal consultations where individual targets for improvement are discussed.

35. The special needs coordinator liaises closely with other schools, especially the neighbouring nursery, to ensure that the induction of children with special educational needs is smooth. Teachers exchange valuable and formative data on each pupil in order to ensure that the school is well briefed and well prepared for the new children. The good levels of achievement by children with special educational needs are testimony to the effectiveness of this process. Parents are directly involved in discussing their children's progress and are actively encouraged to support the school in achieving the targets set out in their individual education plan. They are also invited to contribute to the review of individual targets at regular intervals.

36. There are good procedures that allow the smooth transfer of children from local pre-school facilities, by regular meetings with the groups as well as pre-entry visits. Staff visit the groups to discuss the children before they start in school, so that they are aware of their needs. At the end of Year 6, children transfer to a large number of secondary schools, many of which are out of the Borough, so liaison is more difficult.

37. The school has good links with the local community; arranging a wide range of visits within the local area, as well as a number of visitors to the school to support the curriculum.

LEADERSHIP AND MANAGEMENT

The leadership and management by the head teacher is very good. Governance is satisfactory. The head teacher is sympathetically supported by the governing body. The strong leadership is a major factor in the raising of standards, the introduction of a new innovative method to the teaching of literacy and overcoming barriers to achievement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	657,819.52	Balance from previous year	37,863.58
Total expenditure	683,672.94	Balance carried forward to the next year	515.07
Expenditure per pupil	3,579.44		

Main strengths and weaknesses

- Leadership and management by the head teacher is very good, her passion for her school results in high expectations of what individual children can achieve.
- The outstanding spiritual ethos is a reflection of the head teacher's aims and aspirations for the children in her care.
- The school's commitment to equality for all ensures that children achieve to the best of their abilities and are at the centre of all decisions.
- The induction of new staff is very good so that good standards in teaching are maintained.
- Most coordinators are new to their role and due to maternity leaves and newly qualified teachers, several positions are being 'looked after' by other teachers including the head teacher.

Commentary

38. The leadership and management of the school have maintained the high standards set at the time of the last inspection. The outstanding spiritual ethos is a reflection of the head teacher's

aims, clear educational direction and high aspirations for the children in her care. There is a clearly written school development plan to which all staff and governors contributed. There is a senior management team, but some of its members are new to their roles. This is because six teachers were new at the start of the year, and one deputy headteacher and one assistant headteacher are currently on maternity leave. They have taken on several coordinators roles as there are many roles to be shared out amongst only a few members of staff. Whilst this has not allowed standards to drop it is a heavy work load for some. The head teacher is also overseeing some subjects This positive action means that there is continuity and that subjects are still being developed with the aim of raising standards.

39. The school has good procedures to ensure that there is consistency of practice amongst all staff in behaviour management, and teaching. This has been very useful for the induction of such large numbers of new teachers. The head teacher has been successful in ensuring that despite the high turnover of staff, the children's education has not been disrupted. The school caters well for the growing numbers of children from different ethnic groups and for those with special educational needs. Data is analysed thoroughly to ensure all children are making the progress they should and that there is little difference in attainment between boys and girls or between different ethnic groups. When analysing test results and different ability groups, the school noted that a number of West African children were in the lower attaining groups. This prompted the innovative approach of setting across year groups, for the teaching of literacy, and as a result the newly formed literacy groupings are already having a positive impact on raising standards. Individual targets are set for all children and are shared with parents termly.

40. There are good self-evaluation, performance management and staff development procedures that help to identify and bring about further improvements. These too are linked to the schools priorities, and the needs of the children are at the centre of all decisions. Good links are maintained with the children's families and this means school and home work together successfully for the children's benefit.

41. The members of the governing body are well aware of the strengths and weaknesses of the school and are fully informed about standards and developments taking place. They are supportive and challenge the senior management team to ensure decisions are made in the best interests of the children. They ensure that statutory requirements are met although there are some minor omissions from the annual report to parents.

42. Professional development has been hindered over the past few years by high staff turnover. As staff improve their skills they move on and are replaced, so there is a wide range in professional expertise and experience. However the induction of staff new to the school is very good and they are well trained in the systems and procedures of the school.

43. The special needs coordinator ensures that children under her care are well supported and do as well as possible in lessons. There is a close and constant dialogue between the coordinator, teachers and teaching assistants in the planning of educational opportunities for children with special educational needs. Teaching assistants are experienced and well trained in order to support children. The coordinator monitors the progress of these children and early intervention has often brought about rapid progress thus negating the necessity to place a child on the special needs register. The coordinator is a member of the Leadership Team and uses this strategic position to help shape the very effective policies and practices that support these children special educational needs effectively.

44. Budgets are set in accordance with statutory requirements but there has been a large amount of money spent on supply teachers and staff over the last financial year. This has been to cover staff on maternity leave, and the cost of supply cover. The governing body monitors the budget satisfactorily. The principles of 'Best Value' are applied well and are central to the school raising standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision for children in the Foundation Stage is **good**. This is the second year in which all children enter the Reception class in September. The school has already noticed that there are positive improvements to this earlier intake in that the children are more mature when they start the National Curriculum in Year 1. Since the last inspection, there has been a decline in the ability of children when they start school, particularly in their communication, language and literacy skills, and many children now start school with below average ability. There are good arrangements for new entrants including visits by the Reception teacher and learning support assistant to children in their pre-schools. Children are also invited into school before they start so that they can have a 'taster' of what reception is like. This is very helpful both for children and parents. Children make good progress during their time in Reception and achieve well, this is mainly due to the well planned activities which are arranged to allow children to achieve to the best of their ability. There are good systems for ongoing assessment and tracking of children's progress throughout the Foundation Stage for all the areas of learning. Systems for identifying children with special educational needs are good. The Reception class has satisfactory classroom accommodation and an outside play area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good routines and relationships are quickly formed and help children feel confident and make good progress, particularly those who have English as an additional language.
- Staff provide good opportunities for children to work independently and to cooperate with each other; they set children a good example of how to treat other people.
- The development of children's personal, social and emotional skills are given a high priority, and children respond well to this.
- Good support from learning support assistants really help develop children's personal, social and emotional development.

Commentary

46. There is a good balance of directed activities, group activities and free play and staff help children to develop their ability to persevere with an activity and to develop their concentration. There are regular times for social activities, for example, playing in the 'cottage' and re enacting well known fairy tales such as *Goldilocks and the Three Bears* and *'The Three Little Pigs.'* Children are encouraged to be independent in putting on coats and painting aprons, and washing hands. By the time they reach the end of the Reception year, children have developed good habits of work and play and are preparing well for the work they will do in Year 1. All children are encouraged to help tidy the classroom and take a pride in their surroundings. Staff are positive in their response to children's achievement; they value every child regardless of ability and give whatever support children need to develop their confidence in themselves as successful learners. Children achieve well mainly due to the good quality of adult input they receive in this area of the curriculum. The majority of children will reach the early learning goals in this area of learning by the end of the Reception year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff understand how to help children's language development, including that of children whose spoken language is not as well developed and those for whom English is an additional language.
- Careful attention is given to the development of speaking skills.
- There is a good emphasis on the learning of new vocabulary.
- There are many opportunities for children to develop their imagination through a variety of role play activities.

Commentary

47. Many children start school with below average standards in communication and speaking skills. Good teaching methods, for example during a mathematics lesson on repeating patterns, mean children are encouraged to talk about what they are doing, with an adult. In their discussions with children staff encourage children to speak in sentences. There is a good emphasis on teaching new vocabulary that children are also expected to use correctly. For example, in a physical education lesson children were introduced to 'slithered' as a way of moving across the benches.

48. The Reception class encourages children to look at and enjoy books. This early introduction to the love of books, and the importance which the school puts on reading, gives the younger children a good foundation for the development of their own reading skills. For example, one pupil was able to point out many of the initial letters of words which she could recognise in her book. By the end of the Reception year children choose and handle books with enjoyment and begin to make a reasonable start on reading.

49. At this stage in the school year, many children in the Reception class are at the very early stages of their writing development. There are some reasonable examples of children trying to write their own stories about '*Goldilocks and the Three Bears*.' Staff help them take a pride in what they write and encourage them to make up and write their own sentences. Children are starting to attempt to write words phonetically for example, one more able child, attempted the word porridge as 'prog.'

50. Not all children are on course to reach the early learning goals in this area, because many children have a lot of ground to make up from when they start school. However, they all make good progress and the levels of attainment they reach represents good achievement.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers give children practice in many different ways on the number work they do.
- Every opportunity is taken to use number and the language of measurement and shape throughout activities during the day.

Commentary

51. The many varied and well planned activities in mathematics enable children to achieve well. Children can create their own repeating patterns through printing and using shapes. Those who have

difficulty with this are given extra support and the very good assessments which take place ensure that no child misses out on achieving as well as they can. They can identify shapes such as triangle and circle and can write and order numbers up to ten. More able children can count up to twenty accurately. They are given many opportunities to compare sizes and shapes, such as longer and shorter. Teachers and support staff intervene well to ensure children do not miss opportunities to practise mathematical skills. Most children are on course to reach the early learning goals in mathematical development by the end of the stage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are good opportunities for activities which encourage first hand experience.
- The stimulating environment develops children's interests and curiosity.
- There are many opportunities for building and creating things.
- Good use of technology allows children to become familiar with information and communication technology.

Commentary

52. Many opportunities are provided throughout the Foundation Stage for children to learn about the world around them. Well known stories are reinforced through dressing up and role-play. There is some good recording of scientific work, when children learn about electricity. They achieve to a good standard. Children have good access to computers and many show confidence and skill in the way they use them. They can use the mouse confidently and are able to create pictures of houses using a drawing programme and order the alphabet on screen. This is good attainment for children of this age and shows that they achieve well. Children are fortunate to receive specialist music teaching, and they achieve well in this area of learning. In one good lesson children could identify whether the music was moving up or down by 'steps' or by 'jumps'. They used their hands to demonstrate their decisions; this is particularly supportive of those children who have English as an additional language. Most children are on course to exceed the early learning goals in this area.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **satisfactory**.

Main strengths and weaknesses

- Children have access to a satisfactory range of activities that help them develop fine hand movements and co-ordination.
- There are some opportunities for children to develop their physical skills on apparatus.

Commentary

53. Children have access to a satisfactory range of wheeled toys and a good outside play area. There is a reasonable range of activities on offer to give children practice in manipulating small toys, malleable materials and tools. They use pens and paintbrushes well. Many can double-click computer mouse buttons and move their hands accurately to create houses on drawing programs. They achieve well in the use of information and communication technology. When using apparatus in physical education lessons, Reception year children are confident and the good support and encouragement they receive from teachers and classroom assistants help them further develop confidence and coordination. Children behave very well and achieve well and teachers have good

management strategies. The majority are likely to reach the early learning goals in this area of learning.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- Children achieve well.
- Reception children respond well to music.

Commentary

54. Many children are on course to reach most of the early learning goals in this area and achievement is good. Although relatively little direct teaching was observed, children have access to a good range of experiences. Teachers provide good opportunities to explore colour and texture and to work with a variety of materials. There are some good sketches by the children of objects in the classroom which use electricity. Reception children enjoy music. They enjoy hearing familiar songs, but nearly half do not join in the words, relying on adults to do the singing. They pick up rhythms quite quickly and real progress was seen in children's learning in one lesson when they were identifying whether music moved up or down in a scale or whether it jumped. This is good attainment for children of this age. There are suitable opportunities for imaginative role-play. This is often linked well with familiar stories and books and helps children to develop their spoken language and acquisition of English.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision for English is **good**.

Main strengths and weaknesses

- Standards in writing are above those normally found in Year 2. They are also above those normally found in speaking and listening, reading and writing in Year 6.
- Teaching is good overall and has improved since the previous inspection.
- The school's strategy for setting children by ability, across year groups, is having a positive impact on raising standards for all children, including those with special educational needs.
- Leadership and management are very good.
- Assessment procedures are effective and there are examples of good constructive marking to help children move forward in their learning.
- English is used to support other subjects well.

Commentary

55. Standards in speaking and listening are similar to the national picture in Year 2 and above in Year 6. In reading, they are in line with the national average in Year 2 and in writing they are above. Standards in Year 6 are good in reading and writing. When considering the change in context of the school which is now taking in children in the Foundation Stage with below average abilities, the improvement is good overall. These standards are also reflected in national test results.

56. To support improvement in speaking and listening throughout the school, the school focuses on questioning in all lessons, whether during direct teaching sessions or in small groups supported by teaching assistants. The impact of raising standards in this area is very positive in many situations. The overall effect could be seen in the Year 6 assembly, when children displayed clarity, fluency, expression, projection, confidence and poise. This prompted from the remainder of the school listening skills of high quality. Listening is a strength of the school. Children listen carefully and use persuasive responses to answer probing questions.

57. Reading is in line with the national picture at Year 2 and above at Year 6 where children have generally mastered comprehensive and interpretational skills and this indicates the degree of progress throughout the school. The school's focus on writing has paid dividends and the curriculum provides a good range and variety of writing opportunities. Presentation is mostly good and handwriting skills well developed. The school's emphasis on learning to spell is impacting on raising standards in this area.

58. Teaching is good overall and often better. Teachers mostly display high expectations and children respond well to these. They use probing questions and children throughout the school respond in full sentences. Relationships are secure and children are not afraid of making mistakes. Work, through the newly established setting arrangements, is designed to match ability and presented in an interesting manner resulting in children sustaining concentration and remaining on task. The effective teaching observed, together with effective use of support staff is accelerating learning and impacting positively on raising standards.

59. The literacy strategy has been implemented well. The new arrangements for teaching children in sets according to their ability are working well supported by whole school planning, secure understanding by teachers and underpinned by well established teaching assistants who work well with teachers and are highly valued by all concerned. These new arrangements, agreed by all staff, contribute to more effective learning and overall school planning. This has been a particularly important factor into 'welding' a new group of teachers into a cohesive committed unit intent on providing the children with high quality education. Assessment procedures are thorough and

valuable data from national and optional tests provide the school with reliable information to set whole school as well as individual targets for improvement, monitor progress for individuals and groups and inform future teaching and planning.

60. The leadership and management of the subject are very good. The new setting arrangements have been well organised and managed particularly the whole school planning and assessing arrangements and using senior staff to oversee the organisation. Available accommodation is used well and children make use of the library, which is appropriately resourced. Children with special educational needs are well catered for with the new setting arrangements with small groups activities related to children's needs and abilities.

Language and Literacy across the curriculum

61. Language and literacy skills are used well to support other areas of the curriculum. The way that history and geography for example are taught uses and promotes speaking and listening skills well. This approach further provides opportunities for children to research and record their findings, thus enhancing their writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and, as a result, achievement is good .
- Children with English as an additional language or special needs make particularly good progress.
- Children's knowledge, understanding and application are good in number and in shape and space. They have little opportunity to develop their investigative and enquiry skills which impedes the development of independent learning and children's ability to solve problems
- The subject is well led and progress is carefully monitored through effective tracking of children's achievement over time. The coordinators support staff very effectively in improving teaching styles and enhancing the mathematics curriculum for the benefit of all children.
- Children do not have enough opportunities to use information and communication technology to develop their learning and to apply their skills.

Commentary

62. Standards have been maintained since the last inspection and by Year 6 are well above national averages. In the standard assessment tasks in 2003 they were in the top five per cent of all schools nationally. Given the relative differences in children's ability on entry, this represents good progress. Furthermore the very good induction of new staff has enhanced the provision in a very short time. The co-ordinators give good leadership and have closely monitored standards in partnership with the head teacher. Any areas of potential concern are highlighted effectively. For example, the school has looked at teaching methods to ensure that the needs of all children are more effectively met. The teaching staff work very well as a team and know their children thoroughly. Teaching assistants are very well deployed and are closely involved with the teachers in the planning of work for individual and groups of children. Very good support to a pupil with special needs, for example, was observed in a Year 2 class. The pupil made good progress during the lesson as a result of this targeted help. This means that all children are offered tasks that are suitably matched to their level of attainment. More able children progress satisfactorily and the coordinators are exploring new ways of raising their achievement further. The good quality of the teaching and learning is another positive feature, which reflects the picture at the last inspection.

63. Children's knowledge, understanding and skills are strong when working with number and shape and space. For example, in a Year 4 class, children were observing and recording the

properties of 3D shapes and were using a good range of vocabulary to describe their characteristics. In one activity children had to identify a sphere, cube or cuboid by only the sense of touch. A strong feature of the lessons seen was the way that children were encouraged to explain their calculation strategies. In a good lesson for children in Year 2, they were exploring number bonds up to 20 when using subtraction. The teacher frequently asked individuals to explain how they reached the answer. Consequently, other children learned new strategies. In this same lesson, children used subtraction to check addition sums and shared their ideas on how to best use a number line to solve sums such as 20-12. A common feature in many lessons was the way in which fellow children quickly supported other children when they became stuck or were unsure of how to proceed next.

64. Teachers use assessment well to check children's understanding. For example, in both Years 2 and 6, each teacher adopted a system of recording children's progress and achievement using symbols to identify key learning objectives achieved by each pupil. The teachers are using these records to inform planning and to target individual improvement. Very good practice was observed in Year 6 where the teacher very consistently, through her marking of children's work, highlighted areas of improvement for each pupil. In addition, her comments gave appropriate encouragement and praise that clearly motivated children and which children greatly valued.

65. Children have little opportunity to undertake open-ended investigations or to develop their enquiry and mathematical skills using information and communication technology. As a result, their skills of prediction and pattern seeking when exploring a range of mathematical problems are not so well developed.

Mathematics across the curriculum

66. Numeracy has been incorporated into other subjects. For example, in a Year 3 science lesson, children used measuring cylinders to construct a fair test in order to find out how different liquids affected the surface of an egg so that they could model the effects on tooth decay. In dance and music, they count the beats as they move. Data handling skills are developed in information and communication technology and children use their measuring skills in design and technology to design and make sailing boats.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are in line with national expectations by the end of Year 2. By the end of Year 6 standards are above those expected nationally. When compared with similar schools these standards are very good.
- Children achieve well because the quality of teaching is good.
- The subject is well led by the co-ordinator who provides effective leadership.
- The children have insufficient opportunities to investigate for themselves
- Information communication technology is not used effectively to enrich the curriculum and to support learning.

Commentary

67. Children achieve well to reach above average standards in their work by the end of Year 6. The school has made good progress since the previous inspection and provision is improving steadily. The coordinator provides very good leadership.. Assessment is an important feature in bringing about improvement and the coordinator monitors teaching and learning in a systematic and comprehensive way that identifies strengths and weaknesses in teaching and children's achievements. Individual plans of action are then drawn up to address areas of concern and training. This monitoring has had a direct impact on raising standards in the classroom.

68. The good quality of the teaching also enables all children to achieve well. Samples of work show that by the end of Year 2, children have conducted experiments to find out, for example, how ice cubes melt when left on a window sill, how to classify materials by grouping them according to characteristics such as flexible, hard, soft, rough and smooth; and then recording their results using a grid. They made sure that their tests were fair and made simple predictions based on previous knowledge. In Year 6 children have studied how light sources are reflected and how shadows are formed. They display competency in writing up their experiments in a methodical and systematic way, using a range of scientific vocabulary.

69. In a good lesson in Year 2 children could recognise that differing living things are found in different habitats. They understood terms, such as savannah, bush, forest and cold regions . They placed different images of minibeasts on models of a pond or terrestrial garden appropriately and gave appropriate reasons for their thinking. In a good Year 3 lesson, a small group of children made sound predictions about liquids that would damage teeth in an experiment using eggs immersed in cola, vinegar, water and mouthwash. The teacher made good links with numeracy by testing children's knowledge of capacity and in using precise measures of the liquids.

70. The impact of new approaches to the teaching of literacy was evident in an excellent Year 6 lesson where children were very effectively taught how to write a clear and concise scientific conclusion to an experiment on evaporation. The teacher skilfully modelled how to construct the conclusion from a shared investigation, using high order questioning, challenging vocabulary and positive feedback to children of all abilities. The children responded very positively and the standard of discussion and learning was high.

71. The science curriculum caters very effectively for studying Living Processes and Living Things, Materials and their Properties, and Physical Processes but children have few opportunities to engage in independent scientific enquiry and investigating for themselves. This is an issue for further development.

72. Information and communication technology is not used often enough to complement the curriculum effectively. There is a good range of software available to cover many aspects of the science curriculum up to end of Year 6 and its use would reinforce and enhance learning as well as increase motivation. More opportunities should be used to extend the use of information communication technology in other aspects of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Children's competence in information and communication technology is satisfactory throughout the school with some good features.
- Teaching is good overall.
- Children from all groups are making good progress in their learning.
- Resources are good.
- The school does not fully exploit children's knowledge and developing skills in information and communication technology to enhance their learning across the curriculum.

Commentary

73. Children, including those with special educational needs, are achieving well throughout the school. Standards are now average, which indicates an improvement since the previous inspection when standards were judged to be unsatisfactory. The school has worked hard to achieve this improvement, particularly with high staff turnover. Reasons for this are the effectiveness of staff

training and its impact on building staff confidence in this area, the establishment of a new computer suite; planning together as a staff and the positive impact of curricular links with other areas of the curriculum. These are having a positive impact on children's learning in this area.

74. The children display enthusiasm and confidence in their use of computers. There are some firm links between information and communication technology and some areas of the curriculum, such as in history and geography. The children use programs to research historical aspects, such as the Incas and the Romans and setting up a database in geography to compare areas, population currency in different countries. The school acknowledges that the next stage is to extend these links to other areas, such as mathematics and science and build into planning the use of classroom computers in order to consolidate children's skills acquired in the computer suite. This is a positive move and will reinforce the school's intentions to drive up standards in this area. As children pass through the school, the development of skills is systematic and carefully planned. Children work in pairs, discuss and resolve using appropriate vocabulary. They achieve well and assessment is good. Children are acquiring a secure understanding of information and communication technology and the confidence to use it.

75. The teaching of information and communication technology is good throughout the school. Since the previous inspection, there has been considerable training for teachers to increase their own computer knowledge, which is extended to effective use of the interactive white board, which was used well during the inspection to focus children's attention. The teaching potential is being used effectively in the new computer suite and provides a basis for learning for teachers and support staff as well as children. The leadership of the subject is effective and the school is now in a strong position to move forward in this area. The school is well equipped with the computer suite and stand alone computers in the classrooms. The school now intends, where possible, to purchase lap-top computers for children to extend their skills. During the inspection only limited use of the 'stand alone' computers was observed to support learning in other areas. The school, however, acknowledges that these could be used more consistently to support other areas of the curriculum and build on the good practice already established.

HUMANITIES

Provision in history and geography is **good**.

Main strengths and weaknesses

- Lessons are well prepared and many other subject areas contribute to the good standards overall.
- Teaching is good overall and children's work well displayed.
- The thematic approach of teaching geography and history together has been carefully planned and is managed well helping children to recognise the links between subjects, whilst supporting and raising standards in other areas, such as literacy.

Commentary

76. Good opportunities are promoted in lessons for children to ask as well as respond to questions. This supports not only their speaking and listening skills but assists in the development in their skills of enquiry. Further opportunities are provided to increase their knowledge by listening to and asking questions of a lady who had lived in that area and could offer first hand evidence about the Blitz and evacuation. The links have been very carefully thought out and the whole school planning ensures effective continuity and progression without duplication. History and geography links are well established with art, design and technology. The thematic approach works well and allows flexibility in terms of timetabling. The head teacher and manager of this system carried out an annual review of skills, objectives and use of time. During the week of the inspection, the class assembly taken by Year 6 provided a powerful and dynamic presentation of the work they had studied on the Incas, linking speaking and listening, technology, art, history and geography

77. Teaching is good overall and by the end of Year 6 standards are above those normally expected. The use of the computer suite to reinforce learning through teacher's effective use of the interactive white board is good to guide children on how to use the internet for research. Children research the Romans and the Incas in history, set up databases, and prepare a leaflet to encourage children to visit Spain. The teachers make history and geography come alive, promote historical and geographical skills and network curricular areas successfully so children enjoy their learning.

78. The thematic approach allows for lively learning and connects subjects naturally. Children recognise the benefit of this approach and experience a 'hands on' approach to learning. The leadership is secure, planning involves everyone, use of time is carefully monitored and reviews of skills and objectives achieved are evaluated and recorded.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Two lessons were observed in physical education, but only one lesson each was seen in art and design, and design and technology. No lessons were seen in music. It is not therefore possible to make a firm judgment about provision in these subjects.

80. Lessons in the creative subjects are intrinsically linked to the thematic approach to the curriculum. For example, in a Year 6 study of the Incas they have made pots out of clay and decorated them with Peruvian themes. In the two lessons seen in **art and design** and in **design and technology** in Year 4, children were reviewing and refining their work to a satisfactory standard. They were good at explaining what mistakes they had made previously and how they thought they would be able to solve the problem this time around. This was particularly so in the children's work on printing Celtic designs.

81. Scrutiny of work shows that they use a variety of media in their creative activities. They sketch using pencils, charcoal, crayons and paint in the style of other artists, such as Turner. They design and make boats and sails, pop up books and sew to an overall satisfactory standard. They have opportunities to refine and re design their creations, and in discussion said how much they enjoy their practical activities. Older children have the opportunity to enrich their creative learning through extra curricular activities such as food technology and show obvious enjoyment of having this chance to cook.

82. **Music** plays an important part in the curriculum. Singing heard in assemblies and in another singing practice for Years 4 to 6 was of a good standard. Children sang with obvious enjoyment and showed that they knew the words to a number of hymns and popular songs. Their enthusiasm and love of singing showed in their response to the songs and there was a strong element of spirituality about it. A good music lesson seen in Year 5 allowed children to develop their listening and appreciation skills. The good subject knowledge by the teacher allowed children to develop both their singing and their knowledge of rhythms. Children thoroughly enjoyed the tasks and made some progress in the one session towards achieving their goals of singing in harmony.

83. On the basis of the two lessons observed, standards in **physical education** are satisfactory. Children can repeat and explore simple dance skills, showing satisfactory body control and coordination. They can adapt their skills and link these in response to a simple musical score. They were less confident when evaluating their own performance or that of others. Teaching was good overall. In a Year 1 class, for example, the teacher ably and enthusiastically modelled good movement techniques when developing children's ability to respond to music using a theme of life on the seashore. Children responded positively by mimicking the different actions and behaviours of crabs and sea turtles on different levels and using different body parts. Their learning was enhanced considerably by the teacher's approach to using appropriate vocabulary to illustrate and guide children's creative movement. Facilities for physical education are satisfactory. Although the school does not have a playing field, good use is made of its hall and the limited outdoor areas available.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The programme for personal, social and health education, including sex and relationships education and attention to alcohol and drug misuse, is a good one. In the Foundation Stage, personal, social and emotional development receives a lot of attention. The high quality skills established when children enter the school are maintained throughout their time in school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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
Pupil' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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 college	4

The leadership and management of the school	2
The governance of the school	4
The leadership of the head teacher	2
The leadership of other key staff	3
The effectiveness of management	2

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