

INSPECTION REPORT

EAST FARLEIGH PRIMARY SCHOOL

Maidstone

LEA area: Kent

Unique reference number: 118289

Headteacher: Mrs V Ellis

Lead inspector: Mrs H Bonser

Dates of inspection: November 10th - 12th 2003

Inspection number: 256017

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	188
School address:	Vicarage Lane East Farleigh Maidstone
Postcode:	ME15 0LY
Telephone number:	01622 726364
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Turner
Date of previous inspection:	March 9 th 1998

CHARACTERISTICS OF THE SCHOOL

The school draws almost all of its pupils from the villages of East and West Farleigh. They come from a wide variety of backgrounds but the majority are relatively advantaged. Children's attainment on entry to the school is above average. Thirteen per cent of the pupils are identified as having special educational needs, mainly as a result of learning or behavioural difficulties. This is below the national average. At present, two per cent have a Statement of Special Educational Needs, which is broadly average. Three per cent of pupils come from ethnic minority groups but none are at an early stage of acquiring English. The movement of pupils in and out of the school during the school year is about average, although this varies between year groups.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22870	Hilary Bonser	Lead inspector	English; English as an additional language; music.
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28014	Peter Buckley	Team inspector	Foundation Stage; science; information and communication technology; art and design; design and technology.
30705	Graham Stephens	Team inspector	Mathematics; history; geography; religious education; special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is good and it gives good value for money. Standards overall are above average. Teaching, leadership and management are good overall, helping pupils to achieve well by the time they leave the school, although there are some variations in the rate of pupils' progress across the school.

The school's main strengths and weaknesses are:

- Standards by the end of Year 6 are above average in mathematics and science and well above average in English; pupils do well overall because they are well taught, although there are some inconsistencies in approach.
- The headteacher, governors and all staff work together well as a team and are committed to improving standards in all aspects of school life.
- The good provision made for pupils with special educational needs throughout the school helps them to do well.
- Good links the local community and other schools, as well as with parents, who support the school very well, contribute significantly to pupils' learning and their enthusiasm for school.
- At present, pupils achieve only satisfactorily overall in Years 1 and 2, although good teaching this term is improving their rate of learning in lessons.
- Some teachers do not have high enough expectation of pupils' behaviour in lessons and the strategies used for managing pupils and their effectiveness vary across the school.

Overall, the school has responded well to the issues identified in the last report and this has contributed to good improvement in standards and pupils' achievement. Standards in information and communication technology and religious education have risen, better use is made of assessment information and the governing body is now fully involved in school development. However, much of the improvement has taken place only in the last year and its full impact is still to be seen. This is because the pace of development slowed prior to this as the school's focus was diverted during the building of additional permanent accommodation.

STANDARDS ACHIEVED

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

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

Achievement is good overall. In Reception, standards are above average in relation to the goals children are expected to reach by the end of the year and they achieve well. Standards in Year 2 are above average in English and science but average in mathematics. Here achievement is satisfactory overall. Standards of the current Year 6, where there has been quite a high turnover of pupils since Year 2, are above average overall, with a good improvement in science since last year, when relatively few pupils reached the higher Level 5. Pupils achieve well in relation to their prior attainment. Standards are average in all other subjects that were inspected.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Pupils' attitudes are good and most pupils behave well. Attendance is good. The school helps pupils to show a good level of maturity by the end of Year 6.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good overall, with some very good teaching in Year 5. It is consistently good in the Foundation Stage and good overall in Years 1 to 6. Teachers generally use a good variety of methods and resources to provide interesting and challenging lessons. This encourages pupils to try hard and learn well. However, although pupils with special educational needs are generally managed well, there are no agreed strategies for managing other pupils. In some classes, teachers do not always insist on high enough standards of behaviour and concentration from other pupils and this slows the pace of learning.

The curriculum is enriched well, especially through the good links with the community and other schools and good extra-curricular opportunities. This motivates pupils well and makes them keen to learn. The use of specialist teachers in Years 3 to 6 is also having a positive impact on pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The day-to-day management of the school is good. The work of the governing body is also good. Governors now take an active part in school improvement and have a clear and appropriate view of what is needed to move the school forward. Leadership is sound overall. The headteacher, with effective support from the senior management team, works hard to implement the planned improvements and to ensure a good learning environment for pupils. However, the role of the co-ordinators is not yet sufficiently developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents: parents are satisfied with many aspects of the school. For example, they feel their children enjoy school, are helped to settle in well and expected to work hard. However, some are concerned about the lack of information they receive about their children's progress and the extent to which their views are taken into account. The inspectors found the quality of information for parents is good and that the school is becoming more responsive to parents' concerns.

Pupils: most know an adult they can go to if they are worried and feel that teachers frequently help them to improve their work and are fair to them. They feel that other children do not always behave well. The inspection team found that behaviour is good overall but in some classes a few children do not behave as well as they could.

IMPROVEMENTS NEEDED

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

- continue to improve standards and pupils' achievement by the end of Year 2;
- ensure that the expectations of the behaviour of all pupils in lessons across the school are high enough and that there are consistent strategies in place for managing this;
- develop the role of co-ordinators fully to enable them to be more effective in raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Achievement is good overall for boys and girls of all levels of attainment. It is good in Reception, satisfactory in Years 1 and 2 and good in Years 3 to 6. Standards are well above average in English and above average in mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards in English, mathematics and science have risen since the last inspection at the end of Year 6.
- Boys and girls of all levels of attainment do well by the time they leave the school because they are taught well.
- Standards are average and achievement is unsatisfactory in mathematics at the end of Year 2.
- There are some variations in achievement across the school.

Commentary

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

Standards in:	School results	National results
reading	17.7 (16.5)	15.7(15.8)
writing	15.4 (13.5)	14.6(14.4)
mathematics	16.7(15.6)	16.3(16.5)

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

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

Standards in:	School results	National results
English	29.4(26.3)	26.8 (27.0)
mathematics	29.4(27.7)	26.8 (26.7)
science	29.2(28.7)	28.6 (28.3)

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

1. Results in the 2003 National Curriculum tests at the end of Year 6 were well above average overall with little difference in the performance of boys and girls. Results in science were average, as not so many pupils reached the higher Level 5 in this subject. Pupils achieved well overall in relation to their attainment on entry and to their performance in the Year 2 national tests. Over the last five years results have not quite kept pace with those nationally. This is mainly due to some fluctuations in results, as in 2002, because of variations in the proportion of higher and lower attaining pupils in the relatively small year groups. Results at the end of Year 2 in reading, writing and mathematics and in teachers' assessments in science were above average overall. This shows satisfactory achievement compared to their attainment at the end of their reception year.
2. In the current reception class, most children are on course to meet the expected goals by the end of the year in all areas of their learning and many to exceed them because the teaching is consistently good. In Year 2, standards are well above average in reading, above average in science and writing, but average in mathematics. Standards in the current Year 6 remain well above average in English and are above average in science and mathematics. This shows a good improvement from the last inspection when standards in Year 6 were judged to be above average in English and average in science and mathematics. Standards are a little lower than

last year in mathematics, mainly due to differences in the year group. Standards have improved in science with the increasing impact of good quality specialist teaching.

3. Records of children's assessments on joining the reception class show that standards on entry to the school are above average. Individual progress is tracked carefully through the school from baseline assessments through the national statutory and optional tests and other assessments. This information and value added data from the local education authority was analysed, as well as past work and lesson observations. It shows that most boys and girls, including those with special educational needs, achieve well overall by the end of Year 6 in relation to their prior attainment. This is an improvement from the last report, when pupils' rate of progress through the school in the core subjects was judged to be satisfactory.
4. At present, achievement is only satisfactory in Years 1 and 2 compared to standards at the end of Reception. It is good in reading, satisfactory in writing but unsatisfactory in mathematics. This is because expectations and the level of challenge have not been high enough. However, this term, pupils in both classes are taught well and their rate of learning is already improving. In Years 3 to 6, the rate of achievement in lessons varies from satisfactory to very good. This is linked to the effectiveness and consistency with which the behaviour of pupils is managed in lessons. Pupils achieve very well in Year 5, where there is a high proportion of very good teaching. Although the standards seen in the current Year 6 are above average overall at present, rather than well above average, as last year, this is because the range of attainment differs, with nearly a quarter of the year group having joined the school since Year 2.
5. Standards in information and communication technology (ICT) and religious education, which were below average at the last inspection, have improved to average. Achievement, which was unsatisfactory, is now satisfactory in religious education and good in ICT, where pupils have had more ground to make up. Standards are average and achievement satisfactory in other subjects that were inspected in full.
6. The effective implementation of the national literacy and numeracy strategies, well-planned staff training and improvements in assessment have all contributed to the improvements in standards and achievement since the last inspection. In ICT, the increased resources and, most notably, the provision of the computer suite, have also had a significant impact on pupils' learning. There is also good provision and support for pupils with special educational needs and those in need of additional help. The good behaviour and positive attitudes that most boys and girls have towards their work also contribute to their achievements.

Pupils' attitudes, values and other personal qualities

The pupils have good attitudes to school. Behaviour around the school is good but a small minority are inattentive in lessons. Attendance and punctuality are good. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils enjoy school; most have positive attitudes to their learning and concentrate well.
 - Pupils are courteous, confident, self-assured and relate well to adults and each other.
 - The school encourages pupils to take on additional responsibilities as they get older.
 - A small minority of pupils show a lack of consideration to others in lessons.
 - Provision is stronger for spiritual, moral and social development than for cultural development.
7. All pupils enjoy coming to school and are appreciative of the opportunities it affords. Year 6 pupils comment that, 'The teachers are really nice and there are loads of clubs and you don't even have to pay for them!' They are given good opportunities to co-operate and work together, as observed in Year 5 when constructing Tudor houses and in Year 6 when they worked well together in the new computer suite. Children in the reception class are on course to exceed the early learning goals for personal, social and emotional development by the end of the year.

8. Pupils are courteous and polite to adults, speaking confidently and reflecting an obvious pride in their school. Older pupils feel that 'because the school is not too big, we know everybody and that's good.' They play well together on the playground, understand the high expectations staff have of their behaviour around the school and the sanctions that exist and that are used if necessary. In some classes there are a few pupils who show a lack of consideration to others, either calling out or talking at inappropriate times, and occasionally this slows the pace of learning, when not managed effectively. A few pupils with special educational needs show disturbed behaviour either around school or in lessons, but teachers and support staff generally manage this well, keeping any disruption to a minimum. The school is currently reviewing its behaviour policy.
9. The caring attitude of the staff ensures that all pupils receive a high level of pastoral support. Lunchtime supervisors and teaching staff are pro-active when supervising the playground, relating well with the pupils and involving themselves in their activities when appropriate. Consequently, all playtimes observed were happy occasions with pupils of all ages playing and getting on well with each other. Pupils, including those with special educational needs, respond effectively to the tasks and challenges presented by the teachers. Pupils with special educational needs, in particular, are very well supported by the learning support assistants, who boost their self-esteem at every opportunity, encouraging them to answer questions and to be fully included in lessons whenever possible.
10. Many older pupils are 'monitors' and they take their responsibilities very seriously. They support children in the Foundation Stage, especially on wet lunchtimes, assume responsibility for lost property, distribute milk, supervise entry into school and behaviour in corridors at lunch and play times and keep sport and music resources tidy. Pupils are very proud that 'The school council got us all this equipment to play with at lunchtime!'
11. The good attendance levels reflect the pupils' positive attitudes to school. Well established and effective procedures have been established to ensure that parents are contacted immediately if any absence is unexplained and the first comment from one teacher when a pupil arrived two minutes late with a note was, 'Does the office know?'

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

12. According to pupils, incidents of bullying are very rare and quickly dealt with when they occur. No incidents have been formally recorded so far this term. All teachers and support staff present very good role models and all pupils interviewed felt strongly that staff were approachable and would listen and deal with any concerns promptly and fairly. There have been no exclusions, either temporary or permanent.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	182	0	0
White – any other White background	2	0	0
Chinese	3	0	0
No ethnic group recorded	1	0	0

13. Provision for social, moral and spiritual education is good. Pupils understand the importance of co-operation and the benefits to be gained from working well together, a theme developed very well by the headteacher in an assembly on the theme of ‘teamwork.’ From the time they enter the reception class children are made aware of the difference between right and wrong and, when reprimanded, older pupils are quick to acknowledge they were at fault and on more than one occasion were observed to apologise quickly and without being reminded. Staff value pupils’ work, much of which is displayed very well for others to see and appreciate. Pupils are encouraged to reflect on those less fortunate than themselves and are given opportunities to help by, for example, putting together gift boxes for children in need.
14. Pupils’ cultural development is satisfactory. Art, history, music and religious education help to widen pupils’ cultural experiences of both their own and other cultures. Some displays and lessons are helpful in developing an understanding of cultural diversity, such as the study of Judaism and the Jewish culture in Year 1. Visits and visitors are arranged periodically to give pupils the experience of music and dance from other cultures, although more could be done to raise pupils’ awareness of the contribution made by people from different cultures represented in Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. It is good in teaching and learning, curricular provision, the care and support given to pupils and the partnership with parents.

Teaching and learning

Teaching and learning are good overall. They are good in the Foundation Stage and in Years 1 to 6. The assessment of pupils’ work is good.

Main strengths and weaknesses

- Teaching is good overall in the core subjects of English, mathematics and science and this contributes significantly to pupils’ good achievement.
- Teachers generally use a good variety of methods and match work well to pupils’ needs, which helps to make most pupils keen to learn and try hard.
- There has been a good improvement in the use of assessment information since the last inspection.
- Inconsistencies in the expectations of pupils’ behaviour in lessons and in strategies for its management lead to variations in the rate of pupils’ learning.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (9%)	20 (59%)	10 (29%)	1 (3%)	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 overall quality of teaching and learning has improved since the last inspection although there have been several changes in the teaching staff since that time. In the lessons seen, there was very little unsatisfactory teaching and the amount of good teaching has increased. Monitoring and evaluation carried out by the headteacher, senior management team and external advisers have helped to bring this about. Teaching is now good overall in the key subjects of English, mathematics, science and ICT. Well-planned, ongoing staff training has contributed significantly to this and the resulting improvement in pupils' achievement. Teaching is consistently good in the Foundation Stage, which gives children a good start in their learning. Several teachers have been deployed to different year groups this year in order to maximise their strengths. It is clear from pupils' work and lesson observations in Years 1 and 2 that this is already improving pupils' achievement in these year groups, which at present is satisfactory by the end of Year 2. The use of specialist teaching this year in music, physical education and particularly in science is already having a positive impact on pupils' standards and achievement.
16. In well taught lessons, planning was good and teachers kept up a brisk pace, using a good variety of methods and activities that kept pupils on their toes and helped them to concentrate well. For example, in a Year 1 English lesson, the teacher made effective use of word games, paired discussion, direct teaching, drama and well matched group tasks that kept all pupils fully engaged for the whole lesson. One pupil was heard to remark, as they changed activity, 'This is fun!' Teachers take care to include and involve boys and girls of all levels of attainment, including those with special educational needs. Generally in the core subjects, they match work well to pupils' differing needs, although there were a few examples of tasks not being challenging enough for higher attaining pupils. The close liaison between teachers and their assistants helps them to provide good support for the learning of pupils with whom they work. The good relationships between staff and pupils throughout the school motivate pupils well. There was considerable agreement among pupils in the questionnaire and in talking to them about their work, that they learn new things in lessons. Parents agree that their children are expected to work hard.
17. However, within the overall positive picture of teaching, there are some inconsistencies that lead to variations in the rate of pupils' learning, particularly in some of the junior classes. The most significant of these are the variations in teachers' expectations of and insistence upon high standards of behaviour in lessons and the lack of agreed strategies for managing behaviour in lessons. This means there is little continuity for pupils as they move from one teacher to another. There are some pupils with special educational needs who have specific behavioural problems. All staff work hard and effectively to support these pupils and manage their behaviour well to minimise its impact on the learning of others. However, in lessons where teachers were not managing the behaviour of other pupils well enough, there were a few pupils who were restless, called out or talked across others. This reduced the pace and sense of purpose in the lessons and disturbed the concentration of others. By contrast, where expectations were high and behaviour was managed very well, as in Year 5, all pupils listened intently and worked hard.
18. Teachers make much better use of assessment information to support pupils' learning than at the time of the previous inspection, which has contributed to the improved achievement. Good

examples were seen of teachers adjusting what they taught in the light of pupils' responses in the previous lesson. As part of the school action to improve standards in writing, teachers assess and then moderate an agreed piece of writing from every pupil each term and use the information to adjust what is taught. Assessment information is also used well to identify pupils in need of additional help, which is then provided through a good variety of support programmes. Teachers have carefully analysed end of year tests and the information has been used well this term to set individual, group and class targets in writing, mathematics and science in each class to address identified weaknesses. It is too soon to see the impact of this recent development on pupils' learning, although a few examples were seen in lessons of pupils or teachers using the targets to focus attention on what to improve. A few inconsistencies remain. For example, although teachers make clear to pupils what they are expected to learn in each lesson, there is variation in how well they help pupils to assess their own learning in relation to this. In the marking of pupils' work, teachers do not often indicate how pupils could improve their work.

The curriculum

The breadth and balance of the curriculum is good. It is inclusive and helps pupils to build on previous learning. Opportunities for enrichment through extra-curricular provision are good. The accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The curriculum and schemes of work have been recently revised, but cross-curricular links and the use of ICT across the curriculum are not yet fully embedded.
- A good range of extra-curricular activities, visit and visitors to the school enhance pupils' learning.
- Good provision for pupils with special educational needs helps them to achieve well.
- Specialist teaching in Years 3 to 6, particularly in science, contributes to pupils' good achievement.
- The overall accommodation has improved since the last inspection and the ICT suite has contributed to the rise in standards in the subject.

Commentary

19. A careful review of the curriculum has taken place prior to September 2003, to ensure that it provides continuity for learning, breadth and balance for all pupils and meets statutory requirements. Some new approaches are being trialled as part of the school's action to continue to raise achievement. For example, in Years 1 and 2, subjects other than English and mathematics are taught in two-week blocks to give pupils more focused teaching. Guided reading is being taught outside the literacy hour to allow more time to be devoted to writing. Full use is not yet made of opportunities for cross-curricular links and the use of ICT, but these are being added to the school's half-termly planning this year.
20. The curriculum is enriched by a good variety of extra-curricular activities. These include seasonal sports clubs such as, gymnastics, cross-country and netball, and coaching in football from a local professional club. Pupils participate in the arts through drama and art clubs, recorder groups and peripatetic music tuition in piano, brass and woodwind. All classes visit places of interest related to subjects they are studying. These include the seaside at Whitstable for the younger pupils, local studies of the village, and visits to the interactive science centre and the local environmental centre for the older pupils. The school is well supported by the local church and visitors from the community. Year 3 and 4 pupils visit Canterbury Cathedral. Such activities help to stimulate pupils' interest in their learning, contributing to their positive attitudes. In addition, pupils in Years 6 visit the Isle of Wight for a residential visit, which, in addition to extending their curriculum, fosters their independence and social skills very well.

21. Provision for pupils with special educational needs is good. They are included well and have access to a broad and balanced curriculum. The requirements of the Code of Practice are fully met and are reflected in a very detailed and useful policy document. Teachers and local education authority staff work closely with teaching assistants to ensure that these pupils' needs are met and consequently they make good progress against the targets in their clear and relevant individual education plans. Planning reflects appropriate learning activities and is matched well to the needs of these pupils, including those with statements.
22. Pupils' performance in science at the end of Year 6 has lagged behind that in English and mathematics. One way the school is addressing this is to provide specialist teaching for pupils in Years 3 to 6. Early indications are that this is already having an impact on raising standards. There is also some specialist teaching in physical education and music and in a Year 6 physical education lesson seen during the inspection, this clearly helped pupils to achieve well.
23. The mobile classrooms and outside toilet block seen at the time of the last inspection have been replaced with permanent buildings that provide an attractive learning environment for pupils. Most significant in raising standards and achievement has been the provision of a computer suite. The unsatisfactory progress of pupils and below average standards in ICT were a key issue at the last inspection. The well-planned training for teachers and learning support assistants has successfully increased their skills, confidence and ability to teach in and make good use of the new suite. As a result, standards are now average and pupils achieve well.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of pupils. It provides them with effective support and guidance and involves them increasingly in its work.

Main strengths and weaknesses

- The headteacher and staff know the pupils well and their welfare has a high priority.
- Pupils have confidence in their teachers and the support staff.
- There is good support for pupils with special educational needs.
- There are very good induction arrangements as children join the reception class.

Commentary

24. Teachers and learning support assistants work together effectively to ensure that pupils are well cared for. Pupils know that there is always a member of staff to help them. They are also confident in seeking advice and asking for clarification if they have not understood a new topic of learning. As they mature, this confidence grows, which helps them to become more responsible for their own progress. Parents appreciate the good levels of care for their children. They find it easy to come into school if they have a concern about their children's welfare. Procedures for child protection are clear-cut and staff know their responsibilities. Training is kept up to date. All members of staff are trained in first aid. Accidents and injuries are treated promptly and efficiently, records kept and parents informed. Staff and governors carry out regular inspections of the premises and equipment and defects are dealt with swiftly.
25. The school has very good induction procedures. Most children entering the Foundation Stage benefit from having been to pre-school groups in the area. Good relationships are maintained with these groups, which helps to smooth the move to the reception class. The process is very well planned and organised. Children are welcomed and encouraged as they learn the new routines and the expectations of good behaviour. Parents are very satisfied with these arrangements and are pleased to know how well their children settle to their work.

26. Teachers know the children well, not only those in their class but also in other classes. Praise and encouragement are given when they are due. Pupils themselves respect those who are good at a subject and recognise those who have particular skills, for instance, in the arts. Targets, set by teachers, have recently been introduced. These are beginning to make pupils more aware of what they need to do to improve their work, although it is too early to assess the benefits. There are good systems in place to monitor pupils' progress, both academic and non-academic. Teachers are aware of pupils' personal development and refer to this in well-worded and perceptive appraisals in the annual reports to parents.
27. The school gives good support to pupils with special educational needs. Their needs are identified at an early stage and appropriate procedures exist for addressing them. The school meets the requirements outlined in the pupils' Statements of Special Educational Needs. On-going assessment procedures are good, mainly because of the regular and detailed reviews that take place. The school places great emphasis on including all pupils in the full range of activities offered and is successful in this regard.
28. Pupils feel they have reasonably good opportunities to air their views in school. They make good contributions in classroom discussions and in 'circle time', when matters of general concern to the class can be considered. The school council has recently been introduced and is in its infancy. Year 6 pupils are very positive that it will be effective. The council has already made good suggestions about the organisation and use of the new playgrounds. This has led to new equipment being bought and the re-siting of the football goalposts so that all pupils get better use of the space available.

Partnership with parents, other schools and the community

The school's partnership with parents, the community and other schools is good.

Main strengths and weaknesses

- The school now acts more decisively on ideas and complaints put to them by parents, although it has been a little slow to do so in the past.
- Information for parents is good.
- Parents are very supportive of the school and appreciate the work and dedication of the teachers.
- The good links with the community and other schools are used well to enrich the education of pupils.

Commentary

29. The headteacher, staff and governors are fully committed to fostering the links with parents. They realise the value of parental views and the need to keep parents well informed. A number of parents at the pre-inspection meeting felt that the school had been slow to respond to their strong concerns about bullying and behaviour issues in Year 4. However, since then, a useful meeting has been held for parents about this by the headteacher and Chair of Governors. It was felt that there was good discussion and most parents were satisfied with the outcomes of the meeting. A follow-up meeting has been arranged for next term. Another example of the school taking account of parents' views was the change in lunchtime arrangements, which have proved successful.
30. Parents say they are kept well informed about general matters, but some who replied to the questionnaire felt they were not well enough informed about their child's progress. The governors' annual report is very informative and praises all those who contributed to the new building programme. The school's prospectus is well worded and includes the behaviour policy and the anti-bullying procedures. Annual reports to parents include a general progress report, which suggests ideas so parents can support their children's learning. Comments are perceptive, praising good achievement and making it clear how pupils can improve. Reports

are followed by a review meeting with parents at the end of the academic year. Two formal meetings earlier in the year enable parents to keep in touch with their children's progress, although teachers are willing to see parents at any time if they have concerns. The meetings are well attended by parents and special arrangements are made for those who are unable to attend. A few parents choose not to attend these meetings. The inspection found that parents are kept well informed about their children's progress.

31. Parents are very supportive of the school, volunteering their help in school and on trips, and in many cases offering their expertise. The home reading programme is well supported by parents. This all contributes well to pupils' learning. The very active parent teacher association has raised considerable funds, especially during the building of the school extension. These funds have been put to good use to enhance the overall education of pupils.
32. There are close links with the secondary schools to which pupils go and good arrangements to ensure a smooth transfer for them. Some students come to the school for their work experience. This gives pupils a chance to talk to older age groups and to learn something of secondary education. The good links with other primary schools include shared staff training as well as opportunities for competitive sport. There are close links with the community including the local church. Older residents make recent history come to life as they talk about village life in the past and what the school was like in their day. Parish councillors visit the school, introducing pupils to aspects of citizenship as it applies in their own locality. Village groups appreciate the use of some of the school facilities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The governance and management of the school are good and leadership is satisfactory.

Main strengths and weaknesses

- The management of the school is now firmly focused on further improving pupils' achievement.
- The governing body takes a much more active part in the life of the school than at the time of the last inspection.
- The role of co-ordinators is not sufficiently developed.

Commentary

33. Initially there was a limited response to the weaknesses identified in the last report, partly because the building project that was completed last Easter was allowed to dominate other aspects of school improvement. However, there has been good improvement over the last year, following effective self-reviews supported by the local education authority. The leadership of the headteacher is sound. She is caring and very supportive of her staff. She is also very appreciative of the contributions they all make to achieving the school's goals that are clearly expressed in the school development plan. As a result, staff feel valued and work well together, showing a strong sense of commitment.
34. There is an effective senior management team. The deputy headteacher and recently appointed third member provide good support for the headteacher and carry out their roles well, leading by example in their teaching and in their management of the curriculum. However, delegation of responsibilities to co-ordinators is at an early stage of development. Although they monitor planning, the opportunity to monitor teaching is only being extended to them this term. This has limited their leadership role, the overview they have had of their subjects and consequently their role in raising standards and achievement. For example, the co-ordinator for special educational needs has half a day a week to fulfil her role, which she does satisfactorily. However, there is no system for monitoring teaching in this area and as she has only partial knowledge and responsibility for the special educational needs budget, it makes it more difficult for her to plan strategically to further improve provision.

35. There have been good improvements made to the use of performance and assessment data since the last report, when little was in place. The most significant developments such as the setting of curricular targets have been quite recent. The data is now used effectively to track the progress of individual pupils and to set end of year numerical targets for each pupil in mathematics and English, so that any who are not making the expected progress can be given additional support or challenge. It is also used well to identify any weaknesses in the curriculum, such as writing, which is now being effectively addressed. Such improvements are enhanced through the focused use of performance management to support the key priorities on the school improvement plan. Well-planned staff training is carefully linked to this, which has contributed well to the improvements in standards and achievement. The headteacher and her deputy have carried out regular monitoring and evaluation of classroom practice in response to the previous key issue and the amount of unsatisfactory teaching has been reduced.
36. Over the last year the Chair of Governors has made good use of changes in the membership of the governing body and a rigorous self-review to initiate a number of effective improvements. The restructured committees are now clear about their roles and responsibilities and the governing body carries out its statutory duties well. Governors are very supportive of the school. They are now fully involved in shaping the direction of the school and the related development planning. They are committed to the principles of inclusion and high achievement for all, irrespective of ability, gender, background or culture. They are prepared to tackle difficult issues arising from this, such as some parents' concerns about the management of pupils' behaviour. Governors are well informed and well aware of the strengths and weaknesses of the school, partly through their visits to the school, which are now more focused on the priorities for improvement. The open relationship they have with staff means they are prepared to question and discuss issues with them. This helps to inform their clear view of what is needed to continue to take the school forward. The governing body is very clear about obtaining value for money and works pro-actively to ensure that any available funding is used well in support of school priorities and pupils' learning. As a result, financial planning and management are good. The efficient school secretary contributes well to this.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	372795	Balance from previous year	60957
Total expenditure	365897	Balance carried forward to the next	67855
Expenditure per pupil	1867		

Note: The large carry forward was a result of money set aside for major building work completed in April 2003. The residue is being used this year to support school priorities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in the Foundation Stage has improved since the last inspection. The reception classroom is suitably organised and resourced well to support the different areas of children's learning. The recently developed outdoor accommodation is attractive, although the school is aware that it needs further development to allow greater use for learning activities. The children enter Reception with above average attainment. Boys and girls achieve well overall in relation to their individual starting points as a result of good teaching, which has been sustained since the last inspection.
38. Other improvements have been made in the planning of the curriculum, which is now broad and balanced, and in assessment procedures. Children's responses are carefully noted and used to adjust the planning of subsequent activities, which helps them to make good progress. Foundation Stage profiles are completed for all pupils as an ongoing means of assessment, and are well used to inform judgement about the progress of individual pupils. Very good induction arrangements have been developed, and although the majority of pupils come from two main pre-school providers, with which the school has well-established links, the class teacher makes every effort to visit others that individual pupils attend. The co-ordinator, who is also the class teacher, leads and manages the Foundation Stage well. At the time of the inspection there were 18 children in the class as those born in the summer term join the class in January.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well overall, reaching standards above those expected for their age by the end of the year, because the good teaching ensures they know what is expected and respond well.
- More structure is needed in recording child-initiated activities to ensure that the children experience a wide range of activities.

Commentary

39. Good induction procedures help children to settle quickly into school and this is much appreciated by parents. The teacher and the learning support assistant ensure that the environment provided and the ethos of the class help the children to feel secure and confident in trying new things. Children quickly learn to respond well to the high expectations of behaviour. When necessary, the adults correct the children firmly but gently and positively, supporting self-esteem. Several examples were seen during the inspection of children working together co-operatively and independently. In a group where children were putting together a railway track, they were behaving sensibly and sharing resources well. The two petrol pump attendants outside were very polite in asking motorists whether they wanted diesel or unleaded. Most children were already able to undress and dress themselves sensibly and unaided and walked in an orderly way to the hall for physical activities. They were keen to take turns, in pairs, to take the register to the office and did so confidently.
40. Pupils enjoy and respond well to the times set aside for their own initiated activities, but these could be recorded by, for example, placing their name against an activity and ensuring that over a period of time all activities were experienced.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching contributes to good achievement for the children.
- Parents support their children's reading at home well.

Commentary

41. Most children are on course to attain the goals they are expected to reach by the end of the reception year, and to exceed them in reading. They achieve well as a result of good teaching. Most pupils speak well in sentences and use a good range of vocabulary. Good attention is given to the development of listening skills and even at this early stage this is reflected in the interest with which almost all children listen to stories or join in familiar songs and rhymes. The children were also able to listen to each other without interrupting when they worked together in groups. Some good examples were seen of adults questioning children effectively to help them develop their language skills and to extend their vocabulary, for example, when they were discussing whom they would invite to their fifth birthday party. Most pupils can write their names, and many choose to take advantage of the frequent opportunities for writing, such as making a party invitation.
42. Although only few pupils start school with some knowledge of sounds or sight vocabulary, pupils of all levels of attainment show interest in books, and the majority can suggest a favourite story and 'read' a story from the pictures. The regular support children receive at home contributes well to this and to their growing knowledge of initial sounds and key words and is evident from the well-used home-school reading diaries. The encouragement children receive to take books home and the useful guidance given to parents about ways of helping their children support this.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Opportunities, as well as time set aside for mathematics teaching, are well used to improve children's skills.

Commentary

43. Most children are on course to reach the expected goals by the end of the reception year and some to exceed them. Good teaching by the class teacher and the learning support assistant contributes to good achievement. They are both very thorough in teaching and reinforcing learning to ensure that pupils have understood. In an activity where pupils made their own number line, they selected individual numbers and ordered them, with the teacher questioning them carefully, before sticking them to the line. Appropriate opportunities are provided to develop the children's mathematical skills during the day. For example, the teacher uses registration as a way for children to explore ideas such as 'one more' and to practise their counting skills to 20. They know the date and that the year is 2003. All children join in number rhymes and counting eagerly and most match objects to numbers correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

44. It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the quality of teaching and learning in the work seen was good. Children have been bringing in toys and clothes for a baby as they look at how they have changed since birth. This also provides a good opportunity for them to tell the class about their choice, before adding it to the display. Children achieve well in their work in ICT. They used a `paint` program well by drawing a horizon line and `filling in` grass and sky. They drew a caterpillar with shapes and printed their work. The teacher's planning for this area of learning shows good breadth and balance.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children use their bodies with good control when they run, and develop appropriate manipulative skills.
- In a physical education lesson seen, children had few opportunities to evaluate each other's movements.

Commentary

45. The children are likely to reach the expected goals by the end of their reception year and they achieve well. In a lesson in the hall and when playing outside, most children showed good co-ordination skills and awareness of space, changing direction or adjusting speed confidently to avoid others in chasing games. All children improve their manipulative skills by handling play dough, and using an appropriate variety of simple tools and small toys. Most could manage the fastenings on their clothes when changing for a physical education lesson.
46. In the lesson seen, teaching and learning were good overall. The good variety of activities helped to keep the children interested and good attention was given at this early stage of the year to successfully encouraging the children to listen to and follow instructions quietly. The children were encouraged to explore new ways of moving round the hall and on apparatus. Several children showed imagination in their ideas and all improved their skills in this. The teacher used children well to demonstrate teaching points and to provide good examples for others, but there were not enough opportunities for them to evaluate each other's work.

CREATIVE DEVELOPMENT

47. It was not possible to make an overall judgement of provision or standards, but the artwork on display was at an appropriate level and there was purposeful and creative use of the role-play area for imaginative play and the development of pupils' language skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are high in reading throughout the school and high overall by the end of Year 6.
- Good teaching results in pupils achieving well by the end of Year 6, although some inconsistencies in teaching lead to variations in the rate of learning across the school.
- Standards in writing are rising as a result of a whole school focus on this area, although they are not yet as high as in reading.

Commentary

48. Standards are well above average by the end of Year 6 and most pupils achieve well in all aspects of the subject in relation to their prior attainment. However, the progress that pupils make in writing in Years 3 and 4 is not as rapid as in Years 5 and 6. Standards by the end of Year 2 are above average overall. They are well above average in reading but average in writing, as relatively few pupils reach the higher Level 3. Pupils achieve satisfactorily by the end of Year 2 in relation to their attainment at the end of their reception year. However, evidence from previous work this term and the lessons seen in Years 1 and 2, where the quality of teaching was good, shows that the rate of pupils' learning is now good.
49. A number of factors have contributed to the good overall improvement in pupils' achievement since the last inspection, when standards were above average at the end of Year 6 and pupils' progress throughout the school was only satisfactory. The national literacy strategy has been implemented well and the associated training has resulted in improved teaching and continues to have a positive effect on standards. The school uses assessment information well to identify pupils who are not making the expected progress and makes effective use of other national initiatives, such as the early literacy strategy and booster classes, to help them improve. Pupils with special educational needs make good progress because they are supported well by teaching assistants who ensure that they understand what they have to do to improve.
50. The quality of teaching is good throughout the school and very good in Year 5, where the teacher uses his considerable expertise to promote pupils' learning very effectively. A very good example of this was seen in a lesson where pupils were developing their skills of adapting a story for a different audience – in this case for reception children, which motivated them well. The teacher extended pupils' thinking and understanding very well through skilful questioning. He built systematically on their responses, also providing opportunities for pupils to exchange and develop their ideas with each other. The written tasks were challenging and matched very well to pupils' differing needs, while clear explanations meant that pupils knew exactly what to do to improve the quality of their work. As a result, boys and girls alike settled quickly and enthusiastically to their tasks, showing very good levels of concentration and interest.
51. Teachers give reading a high profile in the school, through events such as Book Fairs, a Readathon and weekly book club. These, together with the good support given by parents at home, contribute to the high standards and very positive attitudes pupils of all ages have towards reading. Younger pupils are taught a good range of strategies for tackling unfamiliar words so that by Year 2 many read with good understanding and expression. Teachers use guided reading sessions well to help pupils improve and apply their skills. By Year 6, pupils read fluently from a wide range of texts. They have preferred authors such as C.S.Lewis, Terry Pratchett and Judith Kerr, whose books they discuss with enthusiasm. Good attention and opportunities are also given to developing pupils' reference skills. They have a clear understanding of how to locate and select information from books, CD-Roms and the Internet.
52. Over the last year the school has focused on raising standards in writing. The 2003 national tests results show the increasing impact of this, with, for example, a higher proportion of pupils reaching the expected levels, although the increase in those reaching the higher levels is as yet less marked. This is partly because pupils' rate of learning in writing varies across the school because of some inconsistencies within the overall good quality of teaching. For example, the effectiveness with which teachers use different strategies for helping pupils to improve the

quality of their writing, such as guided, shared and modelled writing varies. Teachers make useful comments when marking work, so that pupils know if they have met the objectives, but less frequently indicate how the work could be improved. Teachers have set pupils individual targets for improvement this term, but only one example was seen of pupils' attention being focused on these as they worked. A few teachers do not have high enough expectations of pupils' behaviour and concentration. This results in off-task chatter and calling out and reduces the sense of purpose and pace of learning in some lessons for older pupils. It also means that some pupils' listening skills are less well developed than their speaking skills.

53. The co-ordinators, who were new to the role last Easter, lead the subject satisfactorily. Their overview of the subject across the school has been limited, as they have only recently begun to monitor and evaluate classroom practice in order to determine further areas for improvement to reduce such inconsistencies. This also means that existing good – and often very good - practice is not shared effectively through the school.

Language and literacy across the curriculum

54. Teachers make appropriate use of opportunities in other subjects for pupils to apply the literacy skills they are learning in English lessons. Examples include pupils writing letters in role as evacuees in the Second World War and accounts of the beliefs and practices of religions such as Islam. Teachers also extend pupils' vocabulary well across the curriculum by ensuring that they understand and use subject terminology correctly.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards at the end of Year 6 have improved since the last inspection.
- Teaching is good overall and pupils have developed very positive attitudes.
- Achievement in Years 3 to 6 is good but it is unsatisfactory in Years 1 and 2 in relation to standards at the end of Reception.
- The newly appointed co-ordinator has already identified what needs to be done in order to raise standards further by the end of Year 2.
- The monitoring of teaching and learning by the co-ordinator is insufficiently developed.

Commentary

55. In national tests in 2003, pupils at the end of Year 6 achieved very well and attained well above average standards, whilst pupils in Year 2 attained standards that were below average. Inspection evidence indicates that current standards in Year 2 have improved to average. This is due to the impact of good teaching this term, a clear focus on developing numeracy skills and good on-going assessment that is used well to adjust planning. However, as yet this still represents unsatisfactory achievement in relation to standards at the end of Reception. Current standards in Year 6 are above average and this group of pupils, where there has been a turnover of over a quarter of pupils since 2000 when national tests were last taken, are achieving well. There is no significant difference between the performance of boys and girls. Work in all classes is well matched to the needs of pupils with special educational needs, who are helped very well by learning support assistants and make good progress. This was observed in Year 5, when the assistant worked hard to ensure that her group listened well and then asked questions that encouraged them to reflect and explain their thinking, thereby consolidating their learning.
56. Teaching and learning are good overall. Pupils enjoy mathematics and they are developing very positive attitudes to the subject. The most successful lessons proceed at a good pace, work is well matched to the ability of the pupils and on-going assessment ensures that planning is built

securely on pupils' existing knowledge and understanding. This occurred in Year 6, when previous work indicated to the teacher that many pupils had not fully grasped how to measure angles accurately. She therefore began the lesson by reviewing this work, ensuring that pupils fully understood before proceeding to the next stage. In Year 2, the teacher questioned the pupils very well at the end of the lesson, getting them to reflect and explain their thinking and reminding them of the learning objective explained earlier. In this way, the pupils themselves were encouraged to judge whether they had achieved the objective or not. Good examples were seen of some teachers using ICT well to support learning in mathematics. In the computer suite Year 5 pupils investigated symmetry using resources that were very well prepared by the teacher and well matched to the needs of the pupils. In Year 1, the teacher used the computer to assess pupils' understanding of counting in twos. A minority of lessons were less effective either because teachers were too tolerant with regard to pupils calling out and talking at inappropriate times or when the work planned did not challenge higher attaining pupils sufficiently. Although teachers' marking often highlights progress against learning objectives set, it rarely tells pupils how they might improve their work.

57. The co-ordinator has just returned to the school after an absence of two years. She has already made a good start to leading and managing the subject. She has identified and noted what needs to be done to further raise standards at the end of Year 2. This includes setting ambitious but nevertheless achievable targets, organising a training day on improving the teaching of mental calculations, reviewing planning with a view to adopting national planning strategies and visiting other schools to see good practice. She has also begun to monitor teaching and learning, as until recently this has not been used sufficiently to identify areas for improvement.

Mathematics across the curriculum

58. Satisfactory use is made of mathematics in other subjects. For example, it is used to record the results of experiments and observations in science in the form of bar and pie charts and line graphs and also in design technology, as observed in Year 5 when pupils needed to make accurate measurements to construct models of Tudor houses. Nevertheless, the examples seen were incidental rather than being planned into the activity from the outset as an opportunity to apply mathematical skills learned.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards, by the end of Year 6, have lagged behind those in English and mathematics, but good specialist teaching in Years 3 to 6 and data analysis is contributing to raising standards to above average.
- Standards in Year 2 are above average and pupils achieve well due to good teaching. The revised curriculum is having a positive impact.
- Visits to the local science centre contribute to pupils' achievement, but environmental areas in the school are not developed.

Commentary

59. Standards in science seen during the inspection were above average in Year 6 and pupils' achievement is good, an improvement since the last inspection. There are several reasons for this. There is now consistently good teaching in Years 3 to 6 by a specialist teacher. An analysis of recent national test results has been used well to adjust planning and teaching and is having a positive impact on standards. Recent assessments of pupils are now being used effectively to set targets for improvement for them. Scientific skills are taught well through

practical activity and experimentation. For example, in a Year 4 lesson, pupils used thermometers and a new data logger that prints out data to find the temperatures in different areas of the school, while Year 6 pupils predicted the time in which a candle would be extinguished having consumed the volume of available air.

60. Standards by the end of Year 2 are above average and pupils achieve well. In Years 1 and 2, science topics are now taught intensively in two-week blocks and this is having a positive impact as pupils quickly remember what they have been taught. In a Year 2 lesson, pupils built quickly on previous knowledge when looking at the differences between natural and non-natural materials. They understood that things can be `manufactured`, and there was good quality discussion as to whether a wooden spoon was manufactured, as it did not combine materials. When discussing the differences between stone and concrete, one pupil explained confidently that concrete was a mixture of natural materials as she had seen it mixed to lay a drive.
61. Good work was produced as a result of the Year 5 and 6 visit to the local science centre, but the school has not yet developed environmental areas in the grounds to support the teaching of science, although this is planned.
62. The recently appointed co-ordinators have been pro-active in establishing priorities for continuing improvement. Teaching of science had not been monitored, available data had not been used and targets were not set for pupils. However, there is now a clear action plan to improve the leadership and management of science, which has the potential to be good or better, but is currently satisfactory as the role has not been fully developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' learning benefits from a well-resourced ICT suite.
- Good teaching is having a positive effect on raising standards.
- The subject makes a good contribution to the way pupils work with each other.

Commentary

63. Standards and provision have improved significantly since the last inspection when they were below average, progress was unsatisfactory and insufficient use was made of ICT. The school has been successful in addressing the issues of raising standards and ensuring that all elements of the National Curriculum programme of study are taught. There is now a dedicated computer suite, which teachers use effectively to develop pupils' computer skills, and a scheme of work that helps teachers to plan progression in learning and cover the programmes of study. The quality of teaching has also improved as a result of staff training. Consequently, standards in Year 2 and Year 6 are now average and achievement is good. An assessment programme to monitor the development of pupils' skills is to be introduced soon.
64. The teaching observed was consistently good. One reason for this is that the ICT co-ordinator, who is also the deputy headteacher, has monitored and supported teaching in the suite. He leads and manages the subject well and this has made a significant contribution to the improvements in the subject. He has planned good, ongoing training that includes learning support assistants as well as teachers, so that they too provide good support for pupils' learning. Teachers have high expectations of pupils and maintain a good pace of learning. They question pupils well, which helps them both to assess and to consolidate pupils' learning. Good management focuses pupils' attention on the lesson task.
65. Pupils are very enthusiastic as a result of the good teaching and they maintain a good level of concentration and patience when working at a computer. They work well individually and in

pairs, more competent pupils readily giving help and advice to their peers. For example, in a Year 6 lesson, pupils worked well together using headphones and a microphone to put sound to their multi-media presentation, conscious that they must work quietly to minimise the extraneous noise.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum is being introduced satisfactorily. In the lessons seen, while new skills were being introduced, they were linked to other curriculum areas. For example, in a Year 5 lesson pupils learnt the skills of using an object-based graphic modelling program to represent the features of the village of Chembakolli, which they were studying in geography.

HUMANITIES

67. Only one lesson was seen in religious education and so no overall judgement could be made about its provision. History is reported in full, but work in **geography** was not inspected.
68. In **religious education**, the organisation of the timetable meant that only one lesson could be observed and no overall judgement about teaching can be made. However, this lesson, together with scrutiny of work and planning and discussions with pupils and staff, show that standards are now in line with the expectations of the locally agreed syllabus in Year 2 and Year 6 and achievement is satisfactory. This is an improvement since the last inspection. Teaching was satisfactory in the Year 6 lesson seen. Pupils worked in the ICT suite and used the Internet well to research and record facts about Christian organisations. The teacher kept them focused well on the main objectives, questioning them carefully to ensure they understood terms such as 'mission', and that they could explain the relevance of the information they were collating, although the pace of the lesson was rather slow. Pupils could talk confidently about the Salvation Army and Youth With A Mission and used their ICT skills well to create an illustrated text.
69. Colourful and informative displays around the school reflected aspects the school's planning and many pose questions encouraging pupils to search the displays closely for the answers. Examples include a display in Year 5 on Islam that included a prayer mat and Eid cards made by the pupils and photographs and artefacts in Year 1 showing important features of Jewish family life. Further scrutiny of work shows that teachers often give the same task and method of recording to all pupils in the class, irrespective of their level of attainment or understanding. This gives pupils little opportunity to use their initiative, extend what they know or record their own thoughts and responses.
70. The co-ordinator has contributed well to the improvements in the subject. She has monitored some teaching and planning and retained a useful selection of photographs and written work against which work can be assessed. Purposeful links with work in other subjects are being developed.

History

The provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils have positive attitudes to the subject.
- Pupils need access to a wider range of resources.
- The role of the co-ordinator is underdeveloped.

Commentary

71. Standards by the end of Year 6 are average and achievement is satisfactory, as at the time of the last inspection. No lessons were observed in Years 1 and 2 as the subject is mainly taught in the next two terms. Planning and the small amount of work available for scrutiny indicate that standards are average and achievement is satisfactory.
72. Pupils enjoy history and have positive attitudes to the subject. For example, the majority of pupils completed their homework about World War II and were keen to talk about what it must have been like to be an evacuee. They also enjoyed using ICT to help them present their work. In Year 5, pupils study the Tudors and the subject is made more interesting for them because of the cross-curricular links currently being developed, such as making Tudor houses in design and technology.
73. Teaching is satisfactory overall. In all lessons seen, the majority of pupils listened well and worked hard to complete tasks set. In Year 6, they gained an understanding of rationing and its impact on daily diet, having compared what they eat on an 'average' day now with what they might have had in World War II. Unfortunately, it was the teacher who handled the ration book and 'weighed out the rations,' thereby depriving the pupils of useful practical experiences. In Year 5, they researched and wrote about the different sections of Tudor society and in Year 4 they discussed and then drew pictures of Ancient Egyptian artefacts and tried to ascertain what they were used for. However, despite the artefacts from World War II on display in Year 6, scrutiny of work and lesson observations confirm that there is an over-reliance on the use of work-sheets and pupils are given too few opportunities to learn from first-hand experience and practical activity.
74. The co-ordinator manages the subject satisfactorily. He has a clear and appropriate vision for the development of history and has made a good start in exploring cross-curricular links. His monitoring role needs to develop further so that he can gain an overview of the quality of teaching and the standards across the school to inform his planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Physical education was inspected individually and is reported in full. Music and design and technology were sampled, but not enough lessons were seen to make overall judgements about provision. Work in **art and design** was not inspected.
76. In **design and technology**, documents show that an appropriate policy and a well-planned scheme of work based on the latest national guidance are in place. A brief observation of Year 5 pupils making Tudor houses as part of their work in history showed that they had planned and designed their houses carefully and used an appropriate range of tools. Work by Year 6 pupils indicated a secure understanding design and modification principles when making slippers, and pupils spoke enthusiastically about the processes and methods they had used.
77. In **music**, pupils were only observed in Years 2 and 3 and no overall judgement can be made about standards, achievement or teaching. The singing heard in assemblies of the whole school was reasonably tuneful but lacked expression and clarity of diction. The co-ordinator was appointed last year and leads the subject satisfactorily. She is the only specialist musician and this year her expertise is being used well to teach lessons in some other classes. In a lesson for Year 3 pupils in the computer suite, she made good use of a composition program to enable pupils to explore different textures and the effects of combining different musical

phrases. A visiting teacher takes Reception, Year 1 and 2 for singing each week, while the class teachers teach the other aspects of the subject. In a satisfactory Year 2 lesson, for example, there was a good balance between pupils listening and responding to extracts from the Nutcracker Suite and improving their accuracy in clapping rhythmic patterns at an appropriate level. There is a good range of opportunities available for instrumental tuition from visiting teachers in recorder, piano, brass and other woodwind instruments. Pupils who learn to play instruments have satisfactory opportunities to extend their experiences by playing together in school concerts and productions. A choir and a recorder club meet weekly and a guitar group is planned. The breadth of curriculum is similar to that described in the last report.

Physical education

The provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards and achievement are satisfactory. Limited specialist teaching is beginning to have a positive impact.
- The co-ordinator is recently appointed and the scheme of work has been reviewed to include athletics, but there has been no monitoring of teaching.
- A good range of extra-curricular activities makes a positive contribution to pupils' physical development.

Commentary

78. Standards are average and pupils' achievement is satisfactory by the end of Year 2 and Year 6. The teaching of dance and gymnastics was good overall, as seen in these year groups, with the co-ordinator teaching Year 6. In both lessons, the teachers maintained a brisk pace and used pupils well to demonstrate good movements they had performed. They provided suitable opportunities for pupils to evaluate each other's work and set appropriate challenges to which pupils responded enthusiastically. However, in a Year 4 lesson, the teacher's instructions and the organisation of pupils were too complex and as a result pupils were less active and they became restless. Those teachers who dressed appropriately for teaching physical education presented good role models and were able to demonstrate more easily when making a teaching point.
79. The co-ordinator leads and manages the subject satisfactorily. She has reviewed the scheme of work to include athletics for Years 3 to 6. As well as a programme of dance, gymnastics and games, all pupils swim in Year 3, and most achieve and many exceed the expected standard by the end of the year. There has been no monitoring of the teaching of physical education and no formal assessment of pupils' work.
80. Many pupils participate in a successful gymnastics club and there are clubs for seasonal games that are also very popular. Some coaching in football takes place by members of a local professional club. The school makes good use of the adjoining recreational ground for cross-country running and orienteering and participates successfully in local competitions. These opportunities extend pupils' experience and skills well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. Not enough teaching was seen to make overall judgements about provision in this area. In one lesson for Year 4 pupils about keeping our bodies healthy, teaching, learning and achievement were good. A good policy for personal, social, health and citizenship includes, for example, visits from the local police to raise awareness of the misuse of drugs and the fire service. The school nurse contributes to the programme for sex education. Pupils have good opportunities to discuss matters of concern to them in circle time, which is integrated into the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
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	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 colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	4
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).