

INSPECTION REPORT

**TEVERSHAM CHURCH OF ENGLAND VA PRIMARY
SCHOOL**

Teversham, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110834

Headteacher: Mr M L Read

Lead inspector: Mr P Evans

Dates of inspection: 1st - 3rd December 2003

Inspection number: 258095

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 pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	175
School address:	Church Road Teversham Cambridge
Postcode:	CB1 5AW
Telephone number:	(01223) 293357
Fax number:	(01223) 294722
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Wombwell
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Teversham Church of England Primary is smaller than the average primary school and provides an education for 175 children aged five to 11, 87 boys and 88 girls. At the time of the inspection, 23 children attend the school's reception class full time. Approximately 50 per cent of pupils live in the parish of Teversham; the rest come from other villages in the area. The school has a small proportion of pupils for whom English is not believed to be the first language, although they are all truly bilingual. The proportion of pupils identified as eligible for free school meals is below the national average. There is a below-average proportion of pupils on the school's special educational needs register, although the proportion with a statement of special educational need is well above the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20737	Mr P L Evans	Lead inspector	Foundation Stage English as an additional language Mathematics Information and communication technology Music Physical education
9092	Mr R Elam	Lay inspector	
30244	Mr R Tapley	Team inspector	Special educational needs English Geography History
19386	Mr T Watts	Team inspector	Science Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Teversham Church of England Primary School is a good school. It is a happy school in which pupils achieve well. Children in the Foundation Stage are given a very good start to their education. Pupils are well prepared for the next stages of their education. The leadership of the headteacher is good. The role of subject co-ordinators in monitoring standards and achievement in their subjects is not yet fully developed. Pupils' attitudes and behaviour are good. The provision for their spiritual, moral, social and cultural development is very good. **The school presently provides satisfactory value for money and offers a good education to all its pupils.**

The school's main strengths and weaknesses are:

- The good educational vision of the headteacher is central to the good quality of education provided by the school.
- The headteacher's commitment to equality of opportunity and the needs of individual pupils is very good.
- The role of the subject co-ordinators is not yet fully developed.
- The good assessment information gathered about pupils' progress is not always used well to match work to their levels of development.
- Provision in the Foundation Stage is very good and children achieve very well.
- High standards are attained in mathematics and science at the end of Year 6.
- Teacher assessments in science at the end of Year 2 show that the proportion of pupils reaching Level 2 and above was in the top five per cent nationally.
- Standards in English, in the national tests for 11-year-olds in 2003, were in line with the national average but well below the average for similar schools.
- Standards in information and communication technology (ICT) are good. However, ICT is not yet as well used to teach other subjects as it should be.
- Teaching, including the quality of planning and assessment, is good throughout the school and leads to good learning and achievement.
- Provision for pupils with special educational needs is good.
- The provision for the spiritual, moral, social and cultural development of pupils is very good.
- Financial management is good.
- Attendance is less than satisfactory.
- Not all marking reaches the highest standards seen in the school.

Since the last inspection, the school has made sound improvement. Standards in national tests, at the end of Year 2, are now above or well above national averages. Standards in mathematics and science are above or well above national averages at the end of Year 6. The exception to this was in 2002 when the class had an unusual proportion of lower ability pupils. The role of subject co-ordinators is not yet fully developed. The governing body does not yet fully hold the school to account for its provision.

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*	E	C	E
mathematics	A	E	A	C
science	B	E	A	C

Key: A - very high; 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 very well in the Foundation Stage. Overall achievement at the end of Year 2 is good. By the end of Year 6, pupils' achievement is good. The school has written information which indicates that the attainment of children joining the school fluctuates widely from year to year. The level of attainment of the children in the current reception class when they joined the school was in line with expectations for this age group. Children in the Foundation Stage reach standards which are **above expectations** by the time they reach the end of reception class in many areas of learning. In national tests in 2003, at the end of Year 2 standards in English were above average and standards in mathematics were well above average. Standards at the end of Year 6 were well above average in mathematics, above average in science and average in English.

Pupils' attitudes and behaviour are **good overall** throughout the school and their spiritual, moral, social and cultural development is **very good**. However, levels of attendance are below the national average and are **less than satisfactory**.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. **The quality of teaching is very good** in the Foundation Stage and good in the rest of the school. However, in some subjects, there are inconsistencies in the way that assessment information is used to match work to pupils' levels of abilities. The marking of some work does not reach the high quality seen in much of pupils' work.

The quality of the curriculum offered to pupils is **sound**. There is a good range of extra-curricular activities. Pupils are well cared for and receive **good support and guidance**. Procedures for child protection, health and safety are **good**. The school has **good links with parents and the community**.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **good** and his management is **sound**. He has a good educational vision for the school. Financial management is good and the governors have a sound understanding of the strengths and weaknesses of the school. They have a good working partnership with the headteacher. However, the governing body does not yet fully hold the school to account for its provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like what the school provides. In questionnaires, at their meeting with the lead inspector and when spoken to during the inspection, they were very complimentary about the school. A very small number feel that they are not well informed about the progress their children are making. Inspection evidence shows that the annual reports sent to parents are of sound quality. **Pupils are pleased with their school.** They have great confidence in all adults working in the school. Their questionnaires show that a small minority of them, both older and younger, do not think that lessons are fun or that other children behave well. Inspection evidence does not support either of these views.

IMPROVEMENTS NEEDED

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

- Enable the rigorous and regular monitoring by subject co-ordinators of the quality of teaching and learning, pupils' standards and their achievement in all subjects.
- Ensure that assessment information is used as well to match all work to pupils' levels of development as is seen in core subjects.¹

¹ Core subjects are English, mathematics, science and ICT.

- Raise the quality of all marking to the highest levels already seen in the school.
- Impress further on those parents who allow their children to be absent the importance of their full attendance at school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of work seen are good throughout the school. The achievement of all pupils is good.

Main strengths and weaknesses

- At the end of Year 2, in the 2003 national tests, the school's results were above the national average in reading, and well above average in writing and mathematics.
- The school has achieved standards in reading and mathematics at the end of Year 2 which are above or well above average since 2001.
- At the end of Year 6, standards in mathematics have been above or well above average until 2002, when they fell overall. The results of 2003 national tests show a return to the school's normally high levels.
- Children in the Foundation Stage exceed the goals expected for their age in most areas of learning (Early Learning Goals or ELGs) and achieve well in all areas of learning.
- The school's priority to raise standards in writing is having a positive effect.
- There are high expectations of pupils' attitudes to work and of their behaviour. The effect is that the school has an effective learning environment which enables all pupils to achieve well.

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

Standards in:	School results	National results
English	27.0 (25.3)	26.8 (27.0)
mathematics	28.54 (25.3)	26.8 (26.7)
science	30.3 (26.3)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. The school has recorded information showing that the attainment of different groups joining the school differs greatly. However, the attainment of the present reception class was broadly in line for their age group when they joined the school. Children in the Foundation Stage exceed the expectations of the Early Learning Goals for children of this age (ELGs) in their personal, social, emotional, physical and creative development and their knowledge and understanding of the world. Children reach the expected levels in their communication, language, literacy and mathematical development. This is good achievement as they enter the school with standards slightly below what is expected in these areas. This achievement is reached because of very good provision, high expectations and very good teaching.
2. The 2003 national test results show that by the end of Year 2 standards in reading were above the national average. In writing and mathematics, pupils' standards were well above the national average. In comparison to those in schools with a similar entitlement to free school meals, these results were average in reading, above average in writing and well above average in mathematics. Teacher assessments in science showed that the proportion of pupils reaching Level 2 and above was in the top five per cent nationally. Pupils with above average abilities achieved well and many of them attained the higher Level 3 in writing, mathematics and science.
3. In the 2003 tests, standards in English by the end of Year 6 were in line with the national average. In science and mathematics, standards were well above average. In 2003, the school

met its targets for the percentage of pupils reaching Level 4 and Level 5 in both English and mathematics.

4. An analysis of results shows how well different groups of pupils achieve. It was this process which identified the need to improve the school's results in writing. That initiative is having the effect of raising standards. Assessment information is used very well to track pupils' progress in core subjects as they move through the school. This information identified the low level of attainment expected in 2002, as this group moved through the school. The school used this information well to raise standards to the highest level possible. Inspection evidence confirms that all pupils achieve well in the Foundation Stage, in Years 1 and 2 and in Years 3 to 6. Pupils with special educational needs make the same progress as their classmates because of the good work of the co-ordinator for special educational needs (SENCO), the very good support offered by teachers and learning support assistants and the use of the well-written individual education plans in lessons.
5. Inspection evidence shows that in English standards are above average at the end of Year 2 and average at the end of Year 6. The use and development of pupils' language and literacy skills in other subjects is satisfactory. In mathematics, standards are well above average throughout the school and there are very effective links with other subjects, for example, science, which help to consolidate pupils' knowledge and understanding. In science, standards are above average in Years 2 and 6. Standards in information and communication technology (ICT) are above expectations in the development of pupils' skills at the end of Year 2 and Year 6, but ICT is not as well used in other subjects as it should be. Standards in art and design, dance, and personal and social development are above expectations at the end of Year 2 and Year 6. This level of achievement throughout the school is due to good teaching and learning. Pupils of all abilities, including those with special educational needs, achieve well in relation to their capabilities and prior attainment.
6. Few lessons were seen in history, geography, music and design and technology, but from looking at the school's and the teachers' planning and pupils' past work it is judged that standards in these subjects are satisfactory. Pupils' achievement in these subjects is satisfactory overall. Improvement since the last inspection has been sound. However, the assessment of pupils' progress and the use of this information to set work which is well matched to their developing skills is not yet fully developed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are **good**. Attendance is **unsatisfactory**. The provision for the spiritual, moral, social and cultural development of pupils is **very good** overall.

Main strengths and weaknesses

- The pupils behave well, have positive attitudes and enjoy being at school.
- The level of attendance is below that of similar schools around the country.
- The school's provision for social and moral development leads to very good relationships throughout the school.

Commentary

7. The table below shows the attendance figures for the school. The level of attendance has deteriorated since the last inspection. Absence is mainly for medical reasons, but a number of parents insist on taking holidays during term time. Because they miss lessons, this is detrimental to pupils' progress and it affects their attainment. The registers are monitored regularly and very good attendance is rewarded with certificates and badges. Parents are reminded of the importance of coming to school regularly and the attendance of each class is reported in the newsletters every month. The education welfare officer follows up families with very poor attendance but does not usually become involved with those with attendance below

90 per cent. Punctuality is satisfactory at the start of the day, though a few pupils are regularly late. The effective early-morning procedures result in the pupils settling quickly and ensure a prompt start to the day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.0
National data:	5.4

Unauthorised absence	
School data:	0.2
National data:	0.4

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

8. Pupils' social development is very good. The school provides very good opportunities for them to interact with classmates in group work, paired discussions and monitored tasks within each class. The school council and the appointment of house captains enable pupils of different ages to work together well. Their awareness of the wider world is enhanced by the choir singing in the community, entertaining pensioners and the wide range of visitors. Pupils' relationships with their peers and with adults are as they were at the time of the last inspection and contribute to the quality of work in lessons and to the progress they make. They are respectful of the ideas and beliefs of others. All this has a good impact on their attitudes and behaviour, which in turn contribute well to their achievement and the standards they reach.
9. The attitudes of pupils, including those with special educational needs, towards learning are good. They are interested in what happens in school and enjoy their work. They settle quickly to the different activities in lessons and concentrate even when not being directly supported by adults in the classroom. They listen attentively and generally follow instructions well. These positive attitudes reflect the quality of teaching. For example, the good pace and variety of activities maintain the pupils' interest. They have confidence in their own abilities and are eager to contribute their ideas.
10. In the Foundation Stage, children are encouraged to take responsibility for their own actions from the beginning. The very good teaching is reflected in children's very good learning. They achieve very well because they are helped to develop positive attitudes to their work and behaviour. They quickly begin to develop skills as independent learners and concentrate on their work even when not directly supervised.
11. Pupils' personal development is good. The pupils from different cultures mix well with others and it is apparent that racial harmony is one of the strengths of the school. Pupils demonstrate that they can act responsibly when undertaking a variety of duties in the classroom and around the school. Year 6 pupils showed great maturity when highlighting what they liked about the school, citing as strengths the family atmosphere and how new pupils are always made to feel welcome. This good social development is enhanced by the sense of community developed through the whole-school assemblies, which contribute well to the happy atmosphere of the school and the standards and achievement of pupils.
12. Overall, the behaviour of the pupils is good. The staff are good role models and the positive approach of the school to pupils' moral development is evident in the way all adults show tolerance and patience when dealing with pupils with difficulties. Pupils are aware of how their behaviour affects others, and the great majority show good self-discipline, which results in an orderly school. They are open, polite to adults and to each other, and welcoming to visitors. Instances of bullying or other aggressive behaviour are almost non-existent and the pupils know that they are dealt with promptly and effectively. Last year, there were no exclusions. Pupils feel secure in the school and this has the effect of making them confident in their learning and contributes well to their achievement.
13. The provision for cultural development is good and has improved since the last inspection. Its strength lies in the fact that many subjects provide pupils with a fuller understanding of the

world around them. The study of world faiths in religious education helps them to appreciate others' practices and beliefs. Art and music help to develop aesthetic awareness. The school uses the different cultures in the school, asking pupils and their parents to talk when appropriate about their way of life. This contributes well to pupils' knowledge and understanding of the world and their learning about the multi-ethnic nature of our society and their place within it.

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	141	0	0
White – Irish	2	0	0
White – any other White background	4	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	5	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	1	0	0
Chinese	3	0	0
Any other ethnic group	4	0	0
Parent/pupil preferred not to say	5	0	0
Information not obtained	4	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching and learning in the Foundation Stage is very good and this is built upon by good teaching and learning throughout the rest of the school.

Teaching and learning

The quality of teaching and learning is **good overall**. Assessment of pupils' progress in core subjects is **good**. However, this is not yet fully developed in other subjects.

Main strengths and weaknesses

- The quality of teaching and learning in the Foundation Stage is very good.
- Teachers have good subject knowledge.
- Lessons are well planned and very well prepared.
- Teachers make good use of a wide range of resources, but computers are not yet well enough used to teach other subjects.
- Staff have warm and positive relationships with pupils.
- Lessons are run at a good pace, although they sometimes start late.
- All pupils are very well included in lessons.
- Pupils' progress is well monitored.
- Subject co-ordinators do not have sufficient opportunities to monitor the quality of teaching.

Commentary

14. The quality of teaching and learning in the Foundation Stage are very good. The teacher has a very good understanding of the needs of young children, plans the curriculum very well and uses assessment information well to plan tasks which are well matched to the levels of ability of children.
15. Teachers have good training to keep their knowledge and skills up to date. Subject co-ordinators are effective in sharing their knowledge with staff and guiding teachers' lesson planning. However, their role in monitoring the quality of teaching and learning in lessons is not well developed and they cannot judge pupils' progress and achievement in their subjects. Teachers plan their lessons with well-focused aims clearly in mind. These aims are real developmental increases in what pupils are expected to learn during the lesson, and not just a series of different things to do. A major aid to learning is teachers' good use of a well-selected range of equipment, books and apparatus for pupils to use in their studies, investigations and games. Teachers use equipment such as computer-operated screens and overhead projectors effectively in lessons to demonstrate and explain to pupils. There are occasions, however, when teachers could use the other computers equally effectively to broaden and deepen pupils' learning in many subjects, but miss the opportunity. Teachers are good at using different approaches and asking probing questions to prompt pupils' thinking, whether in, for instance, a lesson about different forms of poetry, or a science investigation about how sounds are produced. Pupils' learning, achievement and the standards that they reach are well promoted by the quality of teaching.
16. Staff and pupils enjoy positive and secure relationships. Behaviour management is usually good. Teachers run their lessons at a good pace, although sometimes lessons do not start on time. In the great majority of lessons teachers are lively and demanding, involving all pupils in the different parts of lessons, such as the teacher-led "question and answer" starters, the main individual and group activities, and the reviews at the end of lessons. Sometimes, the pace of lessons slows a little when pupils are allowed to work at their own speed, which is usually steady, rather than fast. Pupils are usually interested and concentrate on their work. Their classroom talk is almost always about the task in hand. The quality of relationships increases pupils' confidence, which in turn improves their achievement.
17. The school is very committed to including all pupils in all lessons, regardless of their gender, ethnic background or level of ability. Although there is an imbalance between girls and boys in some classes, all are treated absolutely equally. Similarly, pupils from different ethnic backgrounds are very well integrated into the life and learning of all lessons. Pupils who have learning difficulties are very well supported by teachers, who provide additional resources for them, explain things more simply and give extra help when needed. Classroom assistants also give good support to pupils who have special needs and to others who may be having difficulties with their work. This is a positive factor in promoting pupils' achievement and the standards that they reach.
18. Through good systems in mathematics and English, teachers record how well pupils are making progress. In most other subjects, learning is checked on a satisfactory but less regular and formal basis. The information gained is often, though not always, used effectively to develop what should be taught in the future and how. Teachers' marking is generally accurate and frequent; however, there are times when they do not mark pupils' work, or mark it in a way that does not help pupils to see what they have done wrong or how to correct it. Some particularly good direction is given to pupils in English; for instance, where they have a card each, listing what they can do already and what they need to be working on next. When work is matched closely to pupils' level of attainment and when marking is good, progress and achievement are promoted well.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	12	6	0	0	0

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

The curriculum

The school's curriculum provides **satisfactory** opportunities for pupils' learning overall. Enrichment through activities outside lessons is **good**. Staffing, accommodation and learning resources are **satisfactory overall**.

Main strengths and weaknesses

- The provision for literacy and numeracy is good.
- There is good provision for pupils with special educational needs.
- The range of activities for learning outside the school day is good.
- Pupils' personal and social education is well provided for.
- Not enough activities are planned to develop pupils' skills in ICT through work in other subjects.
- Lessons do not always start on time.
- The provision for history, geography, art and design, and design and technology is not monitored rigorously enough.

Commentary

19. The good implementation of the literacy and numeracy strategies has been an important way that the school has raised standards over the past four years. The skills it gives pupils ensure that all have full opportunity to access the remainder of the curriculum. However, yearly planning in science is not as well developed as this. The teachers' medium-term planning clearly identifies resources and activities, which are matched to pupils' individual needs.
20. The planning for pupils with special educational needs is good. Their difficulties are identified early in their school life, and teachers produce detailed individual education plans to support their learning and ensure that they take a full part in all school activities. Time is set aside at the end of each morning when pupils are withdrawn from classes to work on the targets set so that they can improve their work. Wherever possible, teachers make sure that these pupils play a full part in exactly the same activities as the rest of the class. This is why they make good progress and achieve well.
21. The school provides a good range of activities out of normal school time for both infants and junior pupils. They range from chess, art and French clubs to football, midi-tennis and badminton. A parent takes junior pupils for a 'Jazzercise'² dance club each week. These activities contribute well to the learning and achievement of all the pupils who take part.
22. There is good provision for pupils' personal, social and health education. The school nurse provides good lessons on sex education, and the school has improved its drugs education since the last inspection. Residential visits to Burwell House for pupils in Years 3 and 4 in connection with their work on local history and team building, and to Grafham Water for pupils in Years 5 and 6, develop teamwork and self-reliance as they participate in climbing, archery, rafting and orienteering. The school council provides opportunities for pupils to exercise responsibility, engage in discussions and develop speaking and listening skills. In their discussions, they showed confidence, maturity and sensitivity to the needs of others. For example, pupils have organised fund-raising activities for children in need. These activities

² A form of dance exercise to jazz music.

have a positive impact on pupils' personal development and on their overall achievement because they help them to become more mature and responsible.

23. Pupils' ICT skills are not being developed fully in other subjects. While there are some examples of ICT being used effectively, this largely depends upon individual teachers' expertise rather than formally planned opportunities. For example, a teacher in a Year 2 class used the 'clicker' program successfully so that pupils were able to type out instructions for making a snowman. Despite this good example, such opportunities were not taken in many of the lessons observed during the inspection.
24. During the inspection, some lessons started late as too much time was taken bringing the pupils back into classes after playtime, or pupils arrived late from an assembly. As a result, less time was spent on work planned, and some pupils were not able to finish it by the end of the lesson. When this happens, it adversely affects pupils' progress and achievement.
25. Changes made in the organisation of the curriculum for the junior classes in the afternoons means that a good four-year plan has been written for history and geography. However, this is not regularly monitored to ensure that all pupils cover the National Curriculum programmes of study. The subjects of art and design, and design and technology, have to be re-written each year as the plan covers two years for three classes. This system of planning also requires more regular monitoring.
26. The school's accommodation is satisfactory. The two new classrooms and the computer suite, together with the main entrance and office block, create a bright and lively learning environment. However, the two mobile classrooms have no covered walkway to the main building, and no protection is given to pupils when they enter the main building in inclement weather. Only one of these classrooms has its own toilet facilities. This means that time is lost when using toilets and transferring to the main building. The school works hard and successfully to minimise the effects on pupils' learning.

Care, guidance and support

Provision is **good**. Pupils have good advice and support. Their views are sought and acted upon.

Main strengths and weaknesses

- The whole ethos of the school is one of looking after pupils very well.
- Pupils' health, safety and personal development are well catered for.
- Some formal procedures for risk assessment are not sufficiently well organised and completed.
- Pupils are positive about the way the school seeks their opinions.

Commentary

27. The school makes pupils' welfare a priority. Parents echoed this very positive view of the school's provision. Pupils are very confident that they can turn to teachers or support staff in the event of trouble of any kind. Relationships are very good and trusting. All staff have had effective training in welfare matters. The school's procedures for dealing with incidents and recording them are good, and well known to all staff. There are positive relationships with other agencies that might become involved, such as social services and the health authority. This helps to provide a secure environment in which pupils are confident and learn well.
28. Pupils' personal guidance and support are well taken care of. Behaviour is managed well throughout the school, in lessons and in the playground. Although there are occasional bumps, pupils feel safe when playing and working, and know that staff can deal with their difficulties. Some Year 6 pupils are given some responsibility for looking after the younger ones, especially in providing a friend for lonely or upset children at playtimes. Others check that there is no

running in the corridors. Staff have adequate first aid skills, and medicines such as asthma treatments are well taken care of. Pupils trust all the adults in the school. This raises their self-confidence and has a positive effect on their learning.

29. The school makes the required checks before going on visits to outside places, going swimming, or using transport, for example, and electrical equipment is thoroughly checked. The school has not extended these checks to formally consider what might happen in the playground or in different lessons, such as physical education, science or food technology. Although staff conduct daily activities with all due care and attention, the school has not yet brought these “risk assessments” together into a formal policy to be checked regularly. This would assist visitors and supply teachers to understand the school’s procedures and consequently deal with pupils even more effectively.
30. Pupils are happy about the way their views are taken into account. The school council is a positive voice with which they can express opinions and make suggestions. New pupils are looked after well, with a pre-visit, a good welcome from classmates, and the oldest and most responsible pupils helping them at break times. Pupils discuss and re-write their own class rules each year, so they know what they are and have agreed to them. This helps to set a high standard for behaviour throughout the year. The headteacher meets the captains of the school “houses” each week to talk over any difficulties they have, which include looking out for bullying and explaining to pupils why they have been reprimanded for bad behaviour in the playground. These strategies raise pupils’ confidence in the school and contribute well to their good attitudes and behaviour.

Partnership with parents, other schools and the community

Links with parents are **good** overall. Links with the local community and other schools are **good**.

Main strengths and weaknesses

- The school provides an extensive range of information about what happens in school.
- A range of organisations and people in the community contribute to pupils’ personal, social and academic development.
- Links with primary and local secondary schools are good.

Commentary

31. In the very high response to the Ofsted questionnaire (72 per cent), parents indicated that they are pleased with what the school provides. The school sends home weekly news and other letters about general matters and what the pupils are doing. A copy of the prospectus is sent to all parents every year, supplemented by the termly parent-partnership booklet each term. These two provide a wealth of information, including how parents can help their children, summarising what is to be taught by each class in all the different subject areas and detailing the class rules that the pupils have agreed upon. The annual report on pupil progress in the summer term properly concentrates on what they know and includes targets for English and mathematics. This enables parents to help their children to learn at home and contributes well to their achievement.
32. Parents’ involvement with the school makes a good contribution to its work and to the achievement of the pupils. Pupils say that their parents ensure that they do their homework. A few parents help regularly in school and many more accompany trips out. All the parents come to see the teachers in the autumn and spring terms, either at the formal consultation evenings or a few days afterwards. The friends association successfully organises both fund-raising and social events, including ones for the pupils. Parents have extensive opportunities to influence what happens in the school. The school sends out questionnaires every April, and a parents’ Charter Mark committee meets each term to discuss any issues that may arise. This

contributes well to pupils' progress, knowing that their parents understand how well they are learning.

33. The school has good links with other schools and the community at large, which enrich pupils' personal, social and academic development. Pupils have various opportunities to meet others in the various events organised by the circle of schools. These have included an Africa Day, with a group of performers from Ghana teaching drumming, dancing and mask making, and a classical music concert. The good links with a local playgroup have resulted in their children using the school hall for music and movement, which means that they are familiar with the school when they eventually arrive in the reception class. Contacts at the secondary level also help to smooth the transfer of pupils at the end of Year 6. The very good contact with local firms has led to support both financially and in kind, with their staff coming to talk about, for example, science and technology. Pupils are also able to visit the local aerodrome. Particular mention must be made of the links with the local church which the pupils visit for services and whose vicar leads assemblies regularly. These experiences have a very positive impact on pupils' learning and achievement.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The leadership of the headteacher is good.
- Finances are efficiently managed.
- There are good systems for the appointment and retention of staff.
- The management of pupils with special educational needs has improved and is now good.
- Subject co-ordinators are not managed effectively enough.
- The monitoring of teaching and learning is not rigorous enough.
- The school improvement plan does not focus upon raising standards.
- Governors' visits do not focus enough on raising standards.

Commentary

34. The headteacher has led the school for the past 28 years. He has not moved elsewhere because he has always wanted to develop the school further. He has stayed to make a difference to the pupils' education. He has been successful in raising the profile of the school within the community. Governors and staff share his vision of broadening the curriculum by emphasising pupils' personal and social development to ensure that when they leave the school they are good citizens. Due to his leadership, the school is regarded by parents and visitors as welcoming, with a strong Christian and family ethos. He has been successful in achieving the Investors in People and Quality Mark awards for the school. This has helped to establish a hard-working team of teachers and support staff. Their morale is high; all staff feel valued by each other, governors and parents. As a team, the staff are committed to meeting the needs of all their pupils. This team spirit helps to retain teachers because they like working in the school and this contributes well to pupils' learning and achievement.
35. The headteacher has delegated most curriculum responsibilities to staff but has not monitored this rigorously enough. As a result, there is not enough focus upon managing the subject co-ordinators effectively to ensure that all curriculum development focuses upon raising standards. In most subjects, curriculum management is not fully informed by co-ordinators' monitoring of teaching and learning. The headteacher and key staff monitor and evaluate the quality of teaching and learning in lessons, but the information gained has not been used well enough to determine how the curriculum should be developed. The exception to this is in English, where the LEA advisor has carried out a writing analysis for Years 3 to 6 and this has

helped the school raise standards in writing. Formal performance management also takes place and is appropriately linked to professional development, but targets for raising pupils' achievement are not directly linked to the school improvement plan.

36. The school has good systems for the appointment and retention of staff. The headteacher and governing body ensure that the staff are of high quality and committed to the school's expectations. If this is not possible, they effectively change the staffing structure to ensure success. For example, when encountering difficulties in finding a good replacement for the deputy head, the school changed its senior management team by temporarily appointing two assistant head teachers from within the staff to lead curriculum development. However, this new system will not be fully in place until the beginning of the spring term 2004. Once they are appointed, staff are helped by good induction procedures to settle quickly and soon learn how things work. Pupils' achievement benefits from the stability amongst the staff.
37. The co-ordinator for special educational needs has recently reviewed provision and identified weaknesses in setting targets in the pupils' individual education plans. As a result, the school has changed the timetable to ensure that these pupils work on their targets at the end of the morning session with teachers and teaching assistants. It is now easier to measure the progress that pupils make.
38. The governing body provides satisfactory direction and support. Governors' role has included planning for and seeing through improvements in the building of two new classrooms and a computer suite. They now meet all their statutory responsibilities, which is an improvement since the last inspection. They visit the school often and observe lessons, but do not focus enough on monitoring the raising of standards and pupils' achievement. Their visits are not linked to issues identified in the school improvement plan and therefore opportunities are lost to support school development.
39. Finances are managed well. Budgets are set in accordance with statutory requirements. The governors' finance committee is about to link expenditure more closely to the school improvement plan. This is intended to improve the governing body's judgements on the money being spent on curriculum subjects in relation to pupil progress. Day-to-day management of financial matters and the general smooth running of the school are helped considerably by the welcoming and efficient office staff. The 2001 audit showed that financial management was satisfactory. There were only a few minor points for improvement and these were quickly addressed. This good financial control has a positive impact on the school's provision and the achievement of all pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	344,706
Total expenditure	345,672
Expenditure per pupil	2,147

Balances (£)	
Balance from previous year	30,072
Balance carried forward to the next	29,106

40. The balance carried forward from March 2003 was higher than it would normally be because money for capital expenditure was carried forward over the end of the financial year to ensure that new building costs would be met.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Foundation Stage children have a very good introduction to school. They come into a secure environment where they are helped to settle quickly into school routines and to make rapid progress. Most will achieve the goals set nationally at the end of the Foundation Stage and many will exceed them. The quality of teaching is very good, which is why children make very good progress.

Particular strengths in teaching and learning include:

- Relationships between adults and children are very good.
- Children's individual needs are well assessed and met.
- The integrated curriculum is well planned.
- Learning activities are fun.
- The quality of teaching is very good in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children are happy in school.
- They behave very well and playtimes are friendly and safe.
- They are learning to work with others and becoming self-confident and independent.

Commentary

41. All children admitted to the reception class receive very good support from the teacher, the learning support assistant and older pupils as they adjust to school life. They settle quickly and begin to achieve well, so that the great majority develop self-esteem and self-confidence at an early stage. Leadership in the Foundation Stage is very good, with the co-ordinator having a good understanding of how children develop and learn, which informs her planning and teaching. All staff have high expectations and share a commitment to providing a lively curriculum. This means that children soon develop positive attitudes to working well together. The group of children observed during the inspection had been attending school full time for only about five weeks. They had already become used to the formalities of school and the teacher's high expectations of their behaviour, and were showing that they were already becoming very independent. This has a positive effect on their learning and achievement, which are both very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The curriculum is planned well.
- Children develop very successfully at their own pace because staff build on what children have learnt previously.
- The teacher is skilful at directing questions to children of different abilities which provide exactly the right level of challenge for each one.
- The learning support assistant provides very good support for small groups and individuals.

Commentary

42. Children quickly become confident at speaking through answering questions or sharing their views, which are always valued by the adults. They have lots of opportunities throughout the day to speak and listen within small groups or as individuals, developing a good vocabulary and listening skills. For example, they became very involved in a discussion about writing a letter to Baby Bear, as he did not receive many letters. During this, they showed what they already knew about letter writing, but also showed their good emotional development as they demonstrated their sympathy in clear language. They listen with enjoyment to rhymes and stories, look at books for pleasure and are encouraged to develop neat letter and word formation.
43. The planning of the curriculum for communication, language and literacy is very closely linked to the national guidelines for children of this age and successfully promotes children's learning and achievement. Opportunities for using language are frequent and children achieve well because of this. The learning support assistant is guided well by the teacher. She understands the planning, is involved in recording children's progress and supports their work very well. This has a positive impact on their learning and achievement, and children do well because staff build on what children have learnt before.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- There are lots of different opportunities for children to use mathematics throughout the day.
- The good planning and assessment ensure that each child is helped to develop understanding at an appropriate level.
- There is good emphasis on practical work in mathematics so that children develop very positive attitudes and secure understanding before they write down their work.

Commentary

44. The children develop a good understanding of number through activities which are enjoyable. The teacher uses well-directed questions to help the children, including the lower attaining and the most able.
45. They have lots of opportunity to explore pattern, shape and space. These well-planned activities are carefully matched to the curriculum guidelines for children of this age. The teacher and the learning support assistant provide very good help for all children and assess their progress as they learn. Whenever possible, children are given practical tasks which develop well their understanding of mathematics. These well-ordered learning opportunities have a good impact on children's learning and achievement in mathematics. By the time that they enter Year 1, all children achieve the levels expected of them in mathematics and many surpass this.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A large proportion of activities are based on first-hand experience, encouraging exploration, observation, problem solving and discussion.
- Staff plan activities that are imaginative and enjoyable.

Commentary

46. Resources are good and pupils are encouraged to use a wide range of tools, materials and equipment and to play with construction toys to help them learn. The teacher also uses every opportunity to broaden the children's wider knowledge and understanding of the world. For example, there was Indian music playing as they entered the class for one lesson. In the high quality discussion that followed they showed that they knew it was different from the Chinese and North American music they had heard before. The teacher used a globe very well to show them where China, Canada and India are in the world compared to Teversham. Learning is good and pupils also attain greater manual dexterity and powers of observation because of the various tasks that they are set.
47. Planning is always matched well to the national guidelines for the curriculum for their age. The teacher makes clear links with children's knowledge and understanding gained from their own experiences. Many activities involve role-play, and children thoroughly enjoy themselves, often unaware of learning until the teacher reviews it at the end of a lesson. This contributes very well to children's achievement and forms a good base for future learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The safe environment and positive ethos encourage children to move freely and with confidence so that they all join in well with physical activities.

Commentary

48. Children have well-planned opportunities for physical development through a range of activities offering appropriate physical challenges using indoor and outdoor space and equipment. This was seen from planning, as there were only limited opportunities for children to use the outdoor area during the inspection. In the PE and dance lesson observed, the children showed a good range of physical control and co-ordination. All were made aware of the difference between strong, slow movements and short, quick movements because of the teacher's skilful use of music to encourage them to move "happily" or "sadly".
49. The teacher regularly plans to include children's physical development in all work, no matter what the theme, and they work actively and with good concentration. They develop good manipulative skills and work well together, often combining their physical efforts when working with small and large-scale equipment. All children learn and achieve well because of the teacher's good knowledge and understanding of their needs and the range of activities provided.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The ethos of the whole school provides a rich environment in which creativity and expressiveness are valued.
- Teachers plan activities that are imaginative and enjoyable.

Commentary

50. The school takes a pride in the value that it places on creative subjects. This work begins in the Foundation Stage and results in good learning and achievement for all children. Teachers plan imaginative and enjoyable activities so that children have lots of opportunity to explore colour, texture, shape, form and space in two and three dimensions through drawing, painting, printing, modelling and sculpture. They are learning to memorise a good repertoire of songs and rhymes, which are sometimes used to reinforce other learning, such as mathematics. They are learning to appreciate musical performance and to understand the differences between music from different parts of the world.
51. Pupils are learning to express their thoughts and feelings in a variety of ways; for example, they joined in a PE and dance lesson with very good expression of emotions such as sadness. There is a well-equipped home corner and children are given opportunities for imaginative play as well as more-structured opportunities for role-play. All children have regular opportunities to develop artistic skills, which enables good learning and achievement.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in writing are improving.
- Standards in speaking and listening are high.
- The teaching of reading is well managed.
- Pupils with special educational needs achieve well.
- The marking of pupils' work is good.
- The teaching of handwriting is not planned systematically enough.
- The monitoring of teaching and learning does not provide a good enough evaluation of strengths and weaknesses in the subject.

Commentary

52. By the end of Year 2, standards are above average and pupils' overall achievement is good. Standards have risen since the last inspection, especially in writing. This is because teaching has improved and pupils are being given work that is clearly matched to their abilities. By the end of Year 6, results in the national tests in 2003 were in line with the national average and well below that of similar schools. However, the school has done well to raise standards in 2003 from the very low levels achieved in 2002. This is because teachers have focused upon raising standards in writing; for example, by giving pupils more opportunities to write in other subjects, which successfully extends their learning and achievement. Inspection findings show that by Year 6 standards are in line with national averages.

53. Throughout the school, in most lessons teachers ensure that pupils have many opportunities to develop speaking and listening skills. As a result, standards are above average. For example, in the infant classes, pupils are frequently asked to recall and discuss facts previously learnt. During an English lesson in Year 2, the teacher encouraged pupils to talk to their partners to recall what they had learnt on how to write instructions. This helped them compose their ideas so that they spoke confidently to the class. In a Year 5 class, pupils were given opportunities to review the previous five lessons about poetry. They were able to confidently recall facts using their notes on different styles of poems. This promotes their learning and achievement well. At times, teachers are not so alert to developing these skills. For example, in a Year 6 English lesson, pupils were not encouraged to read out parts of a narrative poem and were less confident about discussing their ideas during the lesson. When this happens, opportunities to extend pupils' learning are missed.
54. The teaching of reading is well organised and managed. In the infant classes, teachers emphasise teaching pupils to predict outcomes when reading stories. A teacher in a Year 1 class used a tape recorder effectively to play the reading of 'The Grinch' to her class. While the tape was playing, the pupils followed the text from a 'big book'. The teacher often stopped the tape during the story and closed the book to ask pupils what would happen next. As a result, they were being challenged to think about what they had heard and were able to successfully predict the correct outcome. In Year 2, most pupils understand the difference between fiction and non-fiction books and use the library well to locate a book written by any author. This is because they are given a wide choice of reading material within the school's reading schemes. By Year 6, most pupils read their own choice of fiction fluently and can discuss why they have chosen a book, the plot and characters. These strategies promote well pupils' learning and achievement in reading.
55. The teaching of writing is sound, with good attention given to the basic skills, and pupils are given tasks that effectively challenge their abilities. For example, in an English lesson in a Year 2 class, lower-achieving pupils were given simplified sheets in order to write short sentences next to a diagram box. This helped them write instructions accurately. The higher-achieving pupils were given a sheet designed to cover greater detail and were further challenged to make choices on how to organise their work. As a result, all pupils achieved well and made good progress. The school has managed to raise standards in writing by Year 6, ensuring that pupils apply the basic skills when writing in a variety of forms. For example, a Year 5 pupil had written, in a review of a pair of trainers, 'Trainers are either made in China or India. These countries are very poor and wages are very low, however it is the rich countries who sell the trainers who make lots of money'. Year 6 pupils' presentation of their work and their handwriting are often poor. This is because handwriting is not taught regularly to all pupils in each class. The quality of handwriting is better in the infants than in the junior classes. Pupils' learning and achievement in writing are promoted well, although the teaching of handwriting is unsatisfactory.
56. Overall, the quality of teaching is good in the infant classes and satisfactory in the junior classes. It is satisfactory overall. It is better in the infant classes because teachers are more alert to using ICT to further develop the pupils' writing skills. Teachers manage whole-class sessions well, using questioning effectively and drawing on the pupils' ideas constructively. Lessons have clear learning objectives and a clear structure of activities, which ensures that pupils know what they are expected to learn. Pupils with special educational needs make good progress because they are well supported by both teachers and classroom assistants. The marking of pupils' work is good as it identifies weaknesses and sets targets for improvement. Pupils therefore know what they need to do next so as to improve and this impacts well on their learning and achievement.
57. Leadership and management of the subject are satisfactory. The subject co-ordinator left the school at the end of the summer term and there are plans to appoint a replacement in January. The school has effectively managed this subject in staff meetings held each week. Recent support from the LEA and the hard work of staff have raised standards in writing in the past 12

months. The monitoring of teaching and learning does not provide a good enough evaluation of strengths and weaknesses in the subject. As a result, it is not clear what the main priorities for improvement should be.

Language and literacy across the curriculum

58. The use and development of pupils' language and literacy skills in other subjects is satisfactory. Appropriate use is made of subjects such as geography, history, music, religious education, and personal and social education to develop pupils' vocabulary. At the moment, these opportunities to link subjects together are not structured into the termly planning. The use of computers to develop pupils' writing is not yet fully developed.

MATHEMATICS

Provision in mathematics is **very good** because it is well planned and taught throughout the school.

Main strengths and weaknesses

- There is a positive attitude towards mathematics, and learning is enjoyable.
- Teachers have high expectations of pupils' behaviour and work.
- Teachers make good use of assessment.
- By the end of Year 2 and Year 6, pupils' attainment is well above the national average.
- Pupils achieve well throughout the school, and by the end of Year 6 their achievement is very good based on their abilities and prior learning.
- Relationships between adults and pupils, and between pupils, are very good.
- Leadership and management of mathematics are very good, with staffing and resources used well to achieve the highest standards.

Commentary

59. The lessons observed demonstrated that teachers have good subject knowledge and a good understanding of the pupils' needs, based on a very good use of a range of assessment strategies. The teachers and learning support assistants help and encourage the pupils to learn. For example, in Year 6, pupils used electronic calculators to check their answers to problems involving money, number and decimals. They showed that they could decide quickly which mathematical functions to use and had a good range of mental strategies for calculation. In a Year 2 lesson, many pupils were familiar with the term "multiple" and knew that it is helpful to start with the highest number when adding three numbers. They carried out rapid mental multiplication of single digits and solved written problems using multiplication and division. This very good provision enables them to achieve very well and to reach high standards.
60. The standard of work seen in pupils' books overall is above national expectations. Pupils of all abilities are given work that matches their ability in all areas of mathematics. Regular marking offers suggestions on how they can improve. However, on a few occasions, marking does not reach this high level. The most able pupils are able to make rapid progress because they are set challenging work, including mathematical investigations and extension activities. Homework is regularly set and marked, helping pupils consolidate their learning and raise their achievement. Since the last inspection, the school has made good progress in mathematics.

Mathematics across the curriculum

61. Well-planned investigations provide rich opportunities for pupils to use their mathematical skills and knowledge in a variety of real situations, helping to consolidate their understanding. This contributes well to their learning, achievement and the standards that they reach. The youngest pupils have many opportunities to use mathematics as an integral part of classroom activities and discuss their work using well-developed mathematical language. As they progress through

the school they are encouraged to try different approaches and overcome difficulties when they are solving problems. There are very effective links with other subjects; for example, science, which help to consolidate pupils' knowledge and understanding. The use of ICT in mathematics is not yet fully developed and some opportunities to extend pupils' learning and achievement are missed because of this.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils make good progress and are achieving better than national expectations by the end of Years 2 and 6.
- The quality of teaching is good.
- Information and communication technology is not used sufficiently.
- The plan of what is to be taught in the long term is not sufficiently clear.

Commentary

62. Pupils are making good progress throughout the school because the teaching is good. They learn well in lessons, especially those which are centred on practical investigations such as the ones that teachers regularly plan and teach. Pupils learn good scientific method skills: how to plan and carry out an experiment, and how to write it up afterwards. Sometimes, they do not have opportunities to predict how an experiment might turn out and then compare the actual results with their original thoughts. This has the effect of slowing their learning and achievement. Teachers have a good knowledge of the subject. They plan their lessons well, prepare for them very thoroughly and can generally answer all the questions that pupils pose. They frequently use a very good selection of resources in imaginative ways to strengthen pupils' interest and learning. In one lesson about the nature of sound, for instance, the teacher set up ten different experiments for pupils to investigate in turn. Pupils worked through these sensibly in pairs and foursomes, giving good thought to what they discovered. They discussed the results afterwards in a lively teacher-led discussion. Support assistants are used well to help the less able pupils and those with particular learning difficulties. There are times when lessons start late and this reduces pupils' learning time by up to ten minutes in a lesson. Pupils' learning is also not helped on some occasions when their work is not marked, or not marked well.
63. Computers are not used as often as they could be to enrich pupils' learning. Lessons were observed in which at least a few pupils could easily have used computers to extend and reinforce their learning in both science and information and communication technology. In looking at the work that pupils have done in the past, it is clear that this is the usual pattern. The previous report also noted that this was an aspect that needed to be developed. Although satisfactory leadership and management of the subject have enabled standards to rise gradually over the past years, there has been insufficient checking of how well teachers teach throughout the school, and how well pupils are learning in lessons.
64. The plan of what needs to be taught from Years 3 to 6 is not clear, with, for example, all the pupils learning about light and sound this term. This makes it very difficult to ensure that some pupils do not needlessly repeat topics in later years, especially if they are in mixed-age classes. This slows their learning when it happens.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers plan an interesting range of activities that help to make learning purposeful.
- ICT is not well enough used to teach other subjects.
- The leadership and management of ICT are good. Provision has been improved well since the last inspection.

Commentary

65. Only a small number of lessons were seen during the inspection. Other evidence was gathered by sampling pupils' work and talking to them and members of staff.
66. Standards of attainment in computer skills are above national expectations by the end of Year 2 and Year 6. Pupils benefit from the good opportunities they are given to apply their good range of basic skills in some lessons. They have a good understanding of the many applications of ICT, with some teachers acting as good role models by making good use of ICT as a teaching aid.
67. All pupils have equal access to computers. Teachers know what each pupil can do and what they need to learn next.
68. Overall, the quality of teaching is good. The school is fortunate to benefit from a small ICT suite. This is used well to teach specific skills. The school is presently developing the use of newly-acquired wireless laptop computers. However, the transmission of the wireless signal around the school often meets with interference and the outside consultants have yet to solve this problem. During some lessons seen, pupils were not able to log on because of this and this slowed their learning.
69. When lessons are successful, pupils learn and achieve well. For example, in a Year 5 lesson, the teacher successfully combined good learning and achievement in literacy, numeracy, art and design, and ICT, when pupils designed models of different environments, such as a space station. They chose the components to fit their design and worked to a set budget. This promoted their learning and achievement well.
70. The headteacher has worked through a carefully considered plan for the improvement of provision, with funds allocated wisely. Training of staff has been a key factor in the improvements that have taken place. Pupils are beginning to benefit from the improved provision.

Information and communication technology across the curriculum

71. The school is beginning to develop the use of ICT to teach other subjects and some examples of this were seen in pupils' past work and in displays. However, computers are not yet well used to teach other subjects. This means that opportunities to promote pupils' learning and achievement are being missed.

HUMANITIES

History and geography

72. No lessons were observed in history and geography because of the way the curriculum is planned over the year. No work was scrutinised in history and a small sample of work in Years

2 and 6 was sampled in geography. Therefore, no judgements have been made on the quality of teaching and provision. Pupils had been studying map work in geography. The infant pupils had drawn maps of the British Isles, identifying main cities in the area. Year 4 and 5 pupils have made some 'three-dimensional' models of a river basin. These pupils were extending their map-work skills in identifying different contours to show gradients on mountains. Pupils had drawn line graphs to show the most popular areas for tourism in the Lake District. Planning shows that the school does cover the expected curriculum in both subjects and that pupils' standards are in line with expectations in geography. The monitoring of the quality of provision is not yet in place for history or geography.

Religious education

73. The school has an attachment to the Church of England and, because of this, religious education is to be inspected under a separate authority.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Pupils make good progress throughout the school.
- The teaching is good.
- The long-term plans include a very broad spread of aspects and topics.
- Management of the subject is good.

Commentary

74. Pupils are achieving well and reach standards above what is expected by the end of Years 2 and 6. Their use of sketchbooks and their awareness of the styles of some famous artists are particularly good. This is particularly valuable in broadening pupils' cultural awareness. Their good progress is a direct result of the good teaching.
75. Teachers work to a good plan of what needs to be taught. They prepare their lessons well, and build well on what pupils have learned in previous lessons – such as in one lesson during the inspection in which the teacher had gone back two stages because pupils had not been very good at painting lettering on their advertising posters. After two lessons specifically aimed at improving their style and imagination, pupils were able to draw and paint the titles much more effectively. Even so, the opportunity to use computers was missed here, as the teacher did not demonstrate any of the hundreds of different styles of printing that are found on the school's computers. Teachers have positive and warm relationships with pupils, and manage their behaviour effectively. Support assistants are good at helping the less able pupils in general, as well as the ones with learning difficulties whom they are mainly expected to help. Opportunities to use information and communication technology are limited, and there are times when lessons start late, which does not help pupils' learning.
76. The management of the subject is good. The co-ordinator is well organised and has developed a good plan for what should be taught in the long term. Pupils' progress and standards are well assessed, and the information is used well to guide future teaching. There has not been sufficient checking of the quality of teaching and learning to help to spread the best practice through the school. The school has maintained a good standard since the previous inspection.

Design and technology

77. This subject was sampled, and only one lesson was observed. It is not therefore possible to give an overall judgement on provision. However, many samples of work, discussions and the long-term plans show that:

- Pupils are making good progress through a broad balance of different materials and projects.
- Standards are above expectations in Years 2 and 6.
- There is good teaching and learning of the design and making elements.
- The improvement since the previous inspection has been good, especially with the older pupils, whose learning was unsatisfactory previously.
- There are few opportunities to use computers.
- The single lesson that was seen was very well taught.
- Design and technology is well managed.

Music

78. Few lessons were seen and consequently no judgement is made about provision. The teaching in these lessons was good overall. However, the school's curriculum plan, timetables and teachers' planning show that all aspects of the subject are taught regularly. Pupils learn to appreciate music; for example, when listening to and interpreting different pieces in a dance lesson. The school meets the requirements of the National Curriculum, and pupils' standards are at least in line with expectations.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- The provision for dance is good throughout the school.
- Traditional games skills are well taught.

Commentary

79. In keeping with its commitment to the creative arts, the school provision for dance is good. The youngest pupils are taught to listen carefully to music, to interpret what they hear and to fit their movements to the rhythm, pulse and beat. Good teaching promotes the development of poise, and high expectations of the use of space encourage an awareness of the range of movement which is possible. By the time that they reach Year 6, pupils have a good range of movements. They also develop a very keen awareness of the power or subtlety of different pieces of music and fit graceful or strong movements to them, showing a very good interpretation of sounds. Throughout the school, pupils make good progress in dance, and their achievement is good by the time they leave. Dance also contributes strongly to their cultural development.

80. Traditional games skills are well taught throughout the school and well supported through a good range of extra-curricular sports clubs. The school enters games and sports competitions and is sometimes successful. Pupils' achievement is good and the well-subscribed sports clubs benefit those who attend and contribute significantly to their achievement and the standards that they reach.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. No direct teaching of citizenship was seen. However, the headteacher leads the school's provision in this area and is very keen that all pupils leave the school with a strong sense of self-esteem, self-confidence and a deep knowledge and understanding of what constitutes a good citizen. Inspection evidence contained elsewhere in this report shows that the school is successful in this. The school's plan shows that it does provide a suitable curriculum covering sex education and develops in its pupils an appropriate awareness of the dangers of the abuse of alcohol and drugs. Personal and social development is strong.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	4
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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