

INSPECTION REPORT

WILLIAM WESTLEY C OF E PRIMARY SCHOOL

Whittlesford

LEA area: Cambridgeshire

Unique reference number: 110795

Headteacher: Mr P Bryant

Lead inspector: David Westall

Dates of inspection: 24th - 27th May 2004

Inspection number: 258436

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 controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 137

School address: Mill Lane
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Postcode: CB2 4NE

Telephone number: (01223) 832 176
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Appropriate authority: The governing body
Name of chair of governors: Mrs Alison Loose

Date of previous 2nd November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

There are 137 pupils on roll aged between four and 11 years, and they are taught in six classes. The percentage of pupils known to be eligible for free school meals is below the national average and there are no pupils who speak English as an additional language. The percentage of pupils identified as having special educational needs is broadly in line with the national average. On entry to the school, there is a wide variation in children's standards but, overall, they are broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English History Religious education Personal, social and health education
22840	Sarah Foulkes	Team inspector	Mathematics Information and communication technology Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school, with particular strengths in the provision for pupils' personal development, in the teaching in Years 1 to 3 and in pupils' achievement in mathematics. However, standards are too low in a minority of subjects, the teaching is unsatisfactory for reception children, and monitoring procedures lack rigour in most subjects. Overall, the school provides satisfactory value for money.

The school's main strengths and weaknesses are listed below:

- In Years 1 to 6, pupils achieve well in mathematics, art and design and in their personal, social and health education (PSHE). They also do well in English and science in Years 1 and 2 and in history and religious education in Years 3 to 6.
- Standards are too low in information and communication technology (ICT), geography and design and technology in Year 6, and represent underachievement.
- The headteacher is highly conscientious, and his care and concern for others provides a very good role model for pupils and staff.
- The quality of teaching is unsatisfactory in the reception class and provision for Reception children's physical development is inadequate.
- Good provision is made for pupils with special educational needs.
- Pupils' attitudes and behaviour are good, and the school provides very well for their personal development.
- Monitoring and evaluation procedures are insufficiently rigorous in most subjects.
- Assessment procedures are not securely established in subjects other than English, mathematics and science.
- The governance of the school is good, although statutory requirements are not fully met.
- The school has established a very strong partnership with parents.

Overall, the school has made satisfactory progress since the last inspection in 1998. Standards have risen in English and mathematics, and the school improvement plan is better organised. However, standards are still too low in ICT in Year 6 and systems for monitoring and evaluating provision in most subjects remain underdeveloped. Assessment procedures have improved in English, mathematics and science, but are still not securely established in other subjects.

STANDARDS ACHIEVED

Overall, pupils' achievement is satisfactory. The achievement of children in the Reception class is broadly adequate and the vast majority reach the expected standards at the end of the Reception period. However, they could do better with more effective teaching. In Years 1 and 2, pupils' achievement is good and results from good teaching. They make good progress to achieve above average standards in reading, writing, mathematics, science and art and design by the end of Year 2. Insufficient evidence was available to judge standards in other subjects in Year 2.

In Years 3 to 6, pupils generally build steadily on their prior attainment and their overall achievement is satisfactory as a result of satisfactory teaching. In English, inspection findings are more favourable than the results of the national tests in 2003. Although pupils' skills in speaking and listening and in reading are generally more advanced than their writing skills, overall standards in English are above average in Year 6, representing sound achievement. In mathematics and science, current standards are higher than those shown in the national tests in Year 6 in 2003. In mathematics, pupils achieve well and their standards are well above average in Year 6. In science, pupils' achievement is satisfactory and standards are above average in Year 6. Standards are also above average in Year 6 in art and design and history, and are above the expectations of the locally-agreed syllabus in religious education. However, in ICT, geography and design and technology, standards are below

average in Year 6 and represent underachievement. Insufficient evidence was available to judge standards in other subjects in Year 6.

Pupils with special educational needs generally do well, as result of the good support they receive. Overall, the achievement of the most capable pupils is satisfactory.

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

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.

Pupils' attitudes, values and behaviour are good. Relationships are very positive across the school. Very good provision is made for pupils' spiritual, moral and social development and good provision is made for their cultural development.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education for its pupils. The teaching is mainly satisfactory and means pupils generally make sound progress in their learning. However, there is considerable variation across the school, with unsatisfactory teaching in Reception, good teaching in Years 1 to 3 and mainly satisfactory teaching for the older pupils. Assessment procedures are sound in English, mathematics and science but require improvement in other subjects and for Reception children. The curriculum is sound, overall, with particular strengths in provision for pupils' personal development, for mathematics and for pupils with special educational needs. However, provision for ICT does not meet statutory requirements and provision is also unsatisfactory for Reception children's physical development. Pupils benefit from a good range of extra-curricular activities, visits and visitors. Provision for the care and welfare of pupils is very good, and the school's partnership with parents is very strong.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. The headteacher's commitment is exemplary and he sets the tone for the high level of care for all in the school community. He uses a sound range of strategies to check the school's performance and is providing good support for the newly-qualified teachers who teach four of the six classes in the school. However, the leadership and management contribution made by other staff is very limited, mainly because most teachers are inexperienced. In subjects other than English and mathematics, monitoring and evaluation procedures are not sufficiently established. School governance is good. The governors are astute, well informed and, while being highly supportive, also ask challenging questions to hold the school to account. However, statutory requirements are not fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils have very positive views of the school.

IMPROVEMENTS NEEDED

The most important things the school needs to do are listed below:

- Raise standards in Year 6 in ICT, geography and design and technology.
- Improve the quality of teaching in the Reception class.

- Ensure that provision in all subjects is monitored and evaluated with sufficient rigour.
- Improve assessment procedures in most subjects and for Reception children.
- Ensure that statutory requirements are fully met.
- Improve the provision for Reception children's physical development.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is satisfactory. The achievement of Reception children is broadly adequate. Pupils achieve well in Years 1 and 2 to reach above average standards in Year 2, from their broadly average starting points on entry to Year 1. Older pupils generally build steadily on their prior attainment and their standards are mainly above average in Year 6, representing satisfactory achievement.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well in English and science in Years 1 and 2, and in mathematics in Years 1 to 6.
- Standards are above national expectations in art and design in Years 2 and 6, and in history in Year 6. They are also above the expectations of the locally-agreed syllabus for religious education in Year 6. These standards represent good achievement.
- Pupils with special educational needs do well in Years 1 to 6.
- Standards are below national expectations in Year 6 in information and communication technology (ICT), geography and design and technology, and represent underachievement.
- Pupils achieve well in their personal, social and health education.

Commentary

Standards on entry to the school

1. On entry to the Reception class, children's overall standards are broadly average but are often at the top end of the average range.

The school's results in national tests

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

Standards in:	School results	National results
reading	16.3 (16.3)	15.7 (15.8)
writing	14.4 (15.4)	14.6 (14.4)
mathematics	18.0 (17.2)	16.3 (16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows the results of the national tests in Year 2 in 2003 were above the national average in reading, broadly in line with the national average in writing, and well above the national average in mathematics. When these results are compared with the average results of schools with similar percentages of pupils who are eligible for free school meals, they are below average, well below average and above average in reading, writing and mathematics, respectively. The overall trend in the school's results, over the last five years, is above the national trend.

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

Standards in:	School results	National results
English	25.9 (28.9)	26.8 (27.0)
mathematics	27.7 (28.6)	26.8 (26.7)
science	28.8 (31.1)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

3. The table above shows that the results of the national tests in Year 6 in 2003 were below the national average in English, above the national average in mathematics and in line with the national average in science. When these results are compared with those for schools where pupils achieved similarly when in Year 2, they are well below average in English, above average in mathematics and average in science. The overall trend in the school's results, over the last five years, is in line with the national trend.

Inspection findings

Foundation Stage

4. **Overall, children's achievement in the Foundation Stage is broadly satisfactory** but they could do better with more effective teaching. At the end of the Reception period, the vast majority of children reached the expected standards for their age.

Years 1 and 2

5. **Overall, pupils' achievement is good** in these year groups and results from good teaching. Inspection findings show that pupils make good progress from their broadly average starting points on entry to Year 1 to attain above average standards in reading, writing, mathematics and science by the end of Year 2. Pupils also achieve well in art and design and attain standards which are above average in Year 2. In addition, pupils in Years 1 and 2 make good progress in their personal, social and health education (PSHE) as a result of the good provision made for this important element of their learning. Insufficient evidence was available to make secure judgments about pupils' standards in Year 2 in other subjects.

Years 3 to 6

6. **Overall, pupils' achievement is satisfactory** in these year groups and results from satisfactory teaching. In English, inspection findings are more favourable than the results of the national tests in 2003. Pupils' skills in speaking and listening and in reading are generally more advanced than their writing skills but overall attainment in English is now above average in Year 6. In mathematics, pupils achieve well, and match the good progress made by pupils in Years 1 and 2 in the subject. As a result, overall standards in mathematics are well above average in Year 6. In science, pupils' achievement is satisfactory and standards are above average in Year 6. Pupils do well in their personal, social and health education and their standards in art and design and history are above

national expectations, reflecting good achievement. In religious education, pupils' achievement is also good, and standards are above those expected in the locally-agreed syllabus in Year 6. However, pupils underachieve in ICT, geography and design and technology, and standards are consequently below average in Year 6 in these subjects.

The achievement of different groups

7. Pupils with special educational needs make sound progress in Reception and good progress in relation to their targets in their individual education plans in Years 1 to 6. The most capable pupils make satisfactory progress, overall, although they sometime mark time in science lessons in Years 4, 5 and 6. No significant differences between the achievements of boys and girls were evident during the inspection. Pupils from minority ethnic backgrounds do as well as their peers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good and the school provides very well for their personal development. The attendance rate is very good.

MAIN STRENGTHS AND WEAKNESSES

- Pupils demonstrate good attitudes and behaviour, and are keen to take responsibility.
- Very good provision is made for pupils' spiritual, moral and social development and good provision is made for their cultural development.
- There are very good relationships between pupils and between pupils and adults in the school.
- The attendance rate is very high.

Commentary

Attitudes and behaviour

8. When asked their views about the school, pupils expressed their love of school life unreservedly. They consider themselves very fortunate indeed to belong to this school and, if ambassadors were needed, the school need look no further than its own pupils for approval.
9. Pupils of all ages come happily to school and enjoy all the activities it has to offer. They relish the very good relationships that exist at all levels and feel truly valued by the headteacher, the staff and all other adults who work there. In their turn, they respect all the adults who work with them, and they believe they get the help they need to learn and to grow towards maturity. From the youngest to the oldest, pupils feel they belong within the school community, a feeling that is strongly reinforced by the fact that the school itself is securely rooted within a village community where churches, schools and families cooperate with one another and where there is a sense of continuity from one generation to the next. Safe in this environment where governors, staff, parents and other adult helpers combine their efforts and skills to serve the interests of the children and the community, the children are presented with very good role models for their own attitudes and conduct. Their positive attitudes to learning, the conscientious way in which they complete their homework, their eager participation in clubs and other enrichment activities all reflect the positive attitudes they see in the adults around them. Educated in a school where spirituality is strongly promoted, they value more than just material things

and academic pursuits. For example, their work in English, in religious education and in PSHE often reveals a reflective attitude, a facility for getting in touch with their own feelings, and an ability to identify with the feelings of others. In their writing, pupils often convey their sense of wonder at the power and beauty of the natural world: they marvel at the scale, the detail and the variety of God's creation. In a more humble fashion, they also pause, entering or leaving the building, to admire the latest 'miracles' introduced into the aquarium!

10. Pupils' behaviour is good. There have been no recent exclusions and incidents involving bullying are very rare. Pupils of all ages are helpful, well mannered, polite and kind. They move around the school in an orderly way and, even when not entirely enthusiastic about a particular task, they still work diligently. Off-task behaviour occurs only on the few occasions when work or resources are not well matched to pupils' needs. Throughout the school, pupils show great willingness to take responsibility. All pupils carry out routine classroom duties conscientiously. In Year 6, pupils take great pride in the responsibilities they are given to assist the smooth running of the school and to care for younger pupils, for example as buddies. They regard such tasks as privileges rather than duties and, as well as carrying out their jobs efficiently, can usually be relied upon to make sensible decisions should the need arise.

Attendance

11. Pupils' attendance is very good and there were no unauthorised absences in the last academic year. Registration periods are well used with pupils settling to work on quiet tasks before a prompt start to lessons. Pupils' punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Black or Black British – African

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
118	0	0
8	0	0
2	0	0
2	0	0
3	0	0
4	0	0

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

Spiritual, moral, social and cultural development

12. Provision for pupils' spiritual development is very good. The school's strong Christian ethos permeates all aspects of its life and work. Pupils are taught to value, respect and

help others, and to reflect on their own experiences and conduct. Through assemblies and class discussions, and through many written activities, for example in religious education and PSHE, pupils are encouraged to reflect, to see the world through others' eyes and to understand themselves, creating patterns of meaning from the raw experiences of life. The school's strong links with local Christian churches and their clergy mean that pupils have regular opportunities to visit places of worship and to talk with experts about religious matters. Assemblies present thought-provoking themes, calculated to make links to pupils' own lives and to develop an awareness of the values they stand for. For example, an address by the minister of two local churches challenged pupils to consider why, and what, it was important to forget! Evidence from assembly themes and from work completed in religious education lessons shows that pupils learn not only about religion; they are also given every opportunity to understand the power of religious faith to inspire, motivate, and bring comfort to believers.

13. Very good provision is made for pupils' moral and social development. By Year 6, most pupils have a very clear and mature understanding of what is right and wrong. It has its roots in the positive attitudes towards self and others that the school promotes and in the Christian principles that guide the school's work. Pupils are constantly encouraged to think about the choices they need to make in order to lead a fulfilling life that brings benefits to others and gives them a sense of personal achievement. A good behaviour policy is implemented consistently by all members of staff. A system of merit points and certificates rewards not only academic achievement but also good and thoughtful behaviour. All pupils recognise that to be chosen 'ambassador' for their school, an accolade awarded to only one pupil each year, marks that person out as presenting a model of behaviour that is to be emulated. The very good relationships demonstrated by adults in the school show pupils the standards to which they should also aspire in their relationships with one another. When difficulties very occasionally arise, for example in the form of name-calling, class discussions are used promptly to sort things out and to make sure that pupils learn useful strategies for dealing with the transgressor, and with their own response, in an appropriate way. Through its links with a village in Botswana, and by supporting a number of other charities, the school makes pupils aware of their power to help those less fortunate than themselves.
14. Many opportunities are created for pupils to work and play together, in classroom activities, in drama and through residential visits, clubs, musical activities and sports, including team games. The 'Buddy' system which links Year 6 pupils to children in the Reception class strongly reinforces the sense of unity that exists in the school as a 'family'.
15. Provision for pupils' cultural development is good. Pupils have good opportunities to develop their cultural awareness through their work in English, art, history, music and religious education. A good range of clubs, educational visits and visitors also supports their cultural development. Pupils are made aware of cultures and beliefs that differ from their own, for example by studying Sikhism and Buddhism in RE and by listening to music from other cultures in assemblies. The school is seeking to enhance pupils' awareness of the multicultural dimension of society and plans are currently in hand to do this, for example through provision for PSHE.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. The teaching is mainly satisfactory and means pupils generally make sound progress in their learning. However, there is considerable variation across the school, with unsatisfactory teaching in Reception, good teaching in Years 1 to 3 and mainly satisfactory teaching for the older pupils. Assessment procedures are sound in English, mathematics and science but require improvement in other subjects and for Reception children. The curriculum is sound, overall, with particular strengths in provision for pupils' personal development, for mathematics and for pupils with special educational needs. However, provision for ICT does not meet statutory requirements and is also unsatisfactory for Reception children's physical development. Pupils benefit from a good range of extra-curricular activities, visits and visitors. Provision for the care and welfare of pupils is very good, and the school's partnership with parents is very strong.

Teaching and learning

Overall, the quality of teaching is satisfactory and means pupils make mainly sound progress in their learning. Assessment procedures are sound in English, mathematics and science but require improvement in other subjects and for Reception children.

Main strengths and weaknesses

- The quality of teaching is good in Years 1, 2 and 3.
- Teaching in mathematics is good in Years 1 to 6.
- Teaching, planning and assessment are unsatisfactory in the Reception class.
- Pupils with special educational needs are supported well, including by able and conscientious teaching assistants.
- In Years 1 to 6, pupils' achievements are carefully tracked in English, mathematics and science.
- Assessment procedures are not securely established in subjects other than English, mathematics and science.
- The teaching is not enabling pupils to do as well as they should in design and technology and geography in Years 4 to 6.

COMMENTARY

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	0 (0%)	13 (43%)	15 (50%)	2 (7%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. Overall, the quality of teaching is satisfactory, as it was at the time of the last inspection. The table above confirms that most lessons observed demonstrated satisfactory teaching. Good teaching was evident in about four out of every ten lessons but no very good teaching was observed. The most effective teaching is in Years 1, 2 and 3 where it is nearly always good. The teaching is mainly satisfactory in the older classes. Both unsatisfactory lessons were seen in the Reception class, where the teaching is unsatisfactory, overall.
17. In the Reception class, the teacher has successfully established a caring atmosphere where children feel happy and secure, and relationships are good. However, much of the teacher's planning lacks rigour and a clear focus on how children, over time, will develop

key skills and knowledge. Although lessons begin in Reception with the teacher's clear instructions so that children know what they have to do, she often misses opportunities to promote their learning by engaging with them as they undertake their tasks. As a consequence, insufficient focused teaching of individuals and small groups occurs through well-judged interventions by the teacher. Overall, the quality of teaching by the Reception teacher is unsatisfactory. However, during the inspection, children benefited from good support from the skilful teaching assistant and from a well-informed parent helper. These adults, together with a work-experience student, managed a good deal of the groupwork and ensured that children made broadly adequate progress in most of the lessons seen.

18. In Years 1 and 2, the teaching is good in English, mathematics and science. Although the teachers in these classes only started their teaching careers in September 2003, they are already effective practitioners. They ensure that their lessons are interesting and capture pupils' interest, and have high expectations for pupils' potential achievement. As a result, pupils in Years 1, 2 and 3 are making good overall progress in their learning. Good teaching in mathematics is maintained in the mixed Year 4/5 class and in Year 6. Overall, however, the quality of teaching is not as high for pupils in Years 4 to 6, and is satisfactory, rather than good. This is reflected in the satisfactory teaching of English and science in Years 4 to 6, as well as in most of the lessons seen in other subjects.
19. Insufficient evidence was collected during the inspection to make secure overall judgements about the quality of teaching in subjects other than English, mathematics and science. However, pupils' completed work shows the teaching enables pupils to make good progress in their learning in art and design, in personal, social and health education in Years 1 to 6, and in religious education and history in Years 3 to 6. It is clear that the teaching is not sufficiently effective in design and technology and geography in Years 4 to 6, where standards are too low. In ICT, pupils are not making enough progress in the older classes but evidence suggests that this stems largely from deficiencies in the resources and accommodation for the subject, rather than from key weaknesses in the teaching.
20. Across the school, teaching is characterised by good relationships between teachers and pupils. Pupils like and respect their teachers and it is obvious that these feelings are reciprocated. All teachers have high expectations of pupils' behaviour and pupils respond well by demonstrating positive attitudes and concentrating on their tasks. Teachers plan pupils' homework carefully and ensure that it is effective in developing and reinforcing what is learned in school. In the most effective lessons, good use is made of time and teachers know just when to intervene with well-judged questions or comments to ensure that pupils are both supported and challenged. Although no unsatisfactory lessons were seen in Years 1 to 6, areas for improvement were evident in some lessons which were satisfactory, overall. In Years 4 to 6, in particular, teachers' questions sometimes need to be more focused in order to probe pupils' understanding, and there is too much teacher-talk and too little pupil activity. In Years 4 to 6, the most capable pupils are sometimes given science work which is too easy and, in geography, the teaching also takes insufficient account of the variation in pupils' learning needs. In design and technology, teachers' expectations of pupils' potential achievement are too low in Years 4 to 6, and evidence suggests they would benefit from in-service training in order to increase their knowledge and expertise in the subject.

21. Teaching arrangements ensure that pupils with special educational needs are given the help they need to make good progress. All teachers take due account of the pupils' targets when they plan their lessons, and work is generally well matched to their needs and capabilities. Well-trained and skilled learning support assistants are fully informed about each pupil's needs and about what they are intended to learn in any given lesson. They give pupils with special educational needs the help and encouragement they need to take part in all activities, including class discussions. Their well-timed interventions ensure that the pupils work productively and achieve their best at those times when the class teacher needs to focus on whole class activities or work with different groups of pupils.

Assessing pupils' progress

22. Overall, assessment procedures have improved since the last inspection and are now satisfactory in English, mathematics and science. Procedures for assessment in other subjects are being developed but are not securely established. The headteacher, who is also the assessment co-ordinator, maintains a rigorous tracking system for reading, writing and mathematics using data from the end of Reception onwards. The progress of individual pupils is checked at the termly review of pupils' targets. Target books for each pupil have been introduced gradually (writing first, then mathematics and science, and finally ICT), and are the focus for parent consultations twice per year. This is good practice. However, pupils are not always sufficiently aware of their targets, which is an important weakness. Results from annual tests are evaluated in order to identify which groups of pupils would benefit from specific support programmes in English and mathematics. An improvement would be to analyse the test papers more thoroughly in order to identify subject-specific areas for development in different parts of the school and in year groups. There are good arrangements for the assessment of pupils with special educational needs. Their needs are identified early, and their targets are reviewed regularly in the light of the progress they make.
23. Although ongoing assessment in Years 1 to 6, the analysis of data, and target setting in English, mathematics and science are all securely satisfactory, there are still some assessment procedures which need further development. In particular, assessment and tracking systems in the Reception class are incomplete and observations in lessons showed that valuable assessment opportunities are missed as these young children work and play. The current practice of using 'Post-it' notes for observations made does not build into an efficient record-keeping system for each child and, since ongoing planning was not made available, there was no evidence that these notes inform day-to-day plans. An additional whole-school issue is that, although teachers maintain personal records, a consistent assessment system for subjects other than English, mathematics and science is not securely established. The school has recognised this deficiency and sensible procedures are currently being developed.

The curriculum

Overall, the curriculum provided is satisfactory, and pupils' learning is enhanced by a good range of additional opportunities. The accommodation and learning resources are satisfactory.

Main strengths and weaknesses

- Provision for mathematics and art and design is good in Years 1 to 6.
- Provision for ICT does not fully meet statutory requirements, insufficient use is made of ICT across the curriculum and limitations in the accommodation and hardware provision mean that not all pupils have equal access to the ICT opportunities on offer.
- Provision for pupils with special educational needs is good in Years 1 to 6.
- Resourcing and provision for children's physical development in the Reception class is unsatisfactory.
- Good provision is made for pupils' personal, social and health education.
- The school provides a good range of activities to enrich the statutory curriculum.
- The school benefits from effective teaching assistants.
- There is a superficial coverage of some aspects of geography in Years 4, 5 and 6.

Commentary

24. Some weaknesses in curriculum provision have been addressed since the last inspection. The school has adopted the schemes of work from the Qualifications and Curriculum Authority (QCA) and these provide better guidance on what has to be taught in Years 1 to 6 and ensure that sufficient time is now spent on science. However, despite improvements to provision and time for ICT, the subject still does not meet statutory requirements because not all elements are taught and there is insufficient use of ICT in other subjects. As at the time of the last inspection, there are still weaknesses in provision for children's physical development in the Reception class and a superficial coverage of some aspects of geography in Years 4, 5 and 6. The last inspection report also identified the need for more rigorous and systematic monitoring of the curriculum. Although planning is now collected, weaknesses remain. For example, it is not evaluated alongside work or through discussions with pupils to check that all pupils receive equal access to the opportunities on offer. Inspection evidence shows that limitations in accommodation and hardware provision mean that not all pupils have equal access to the ICT opportunities on offer. In addition, pupils sometimes miss lessons in the same subject each week when they are withdrawn for other activities, such as music tuition. This situation requires a thorough review to ensure that all pupils have equal access to a balanced curriculum.
25. Overall provision for children in the Reception class is just satisfactory. Planning is most secure for communication, language and literacy and mathematical development and children's personal, social and emotional development is an integral part of all activities. However, overall provision tends to follow what the teacher has decided to cover rather than responding to children's needs; in other words, it is activity-led rather than learning-led. The developmental steps identified in the national framework for the early years are not used to adapt the curriculum for children's differing needs. Instead, tasks are adapted according to the pre-chosen topic. In addition, although all the areas of learning are timetabled, not all are appropriately integrated into each day and insufficient opportunities are provided for these young children to meet a range of physical challenges on a regular basis.
26. In Years 1 to 6, good provision is made for mathematics and art and design. Provision is satisfactory in all other National Curriculum subjects apart from ICT and geography, as identified above, and in design and technology in Years 4 to 6, where teachers' expectations are too low. The daily acts of worship meet statutory requirements.

27. Provision for pupils with special educational needs is good in Years 1 to 6 and is satisfactory in the Reception class. Pupils with special educational needs have the same access to the curriculum as their peers. The presence of a learning support assistant in each class, and the further advantage enjoyed by the school of being able to draw on the skilled help of many parents and members of the local community mean that the needs of most pupils can be met in the classroom. Any periods of withdrawal from mainstream lessons are short and are for very specific work related to pupils' targets. Where appropriate, outside specialists provide help with assessments and offer guidance to staff about teaching and learning.
28. Provision for pupils' personal, social and health education is also good and all aspects are taught. The school has a good policy for sex and relations education, and by July 2004, a community drugs policy will be in place, following extensive work with the parish council and local church and health officials. This is a good piece of work that will also link directly to the policy in the partner secondary school.
29. The school has a strong commitment to all pupils and this is reflected in pupils' very positive views about the staff and the opportunities provided. There is a good range of extra-curricular opportunities on offer and all pupils are actively encouraged to participate in the musical, sporting, cultural and creative activities provided both within and outside the school day. Visits and visitors to the school make valuable contributions to pupils' learning. The school has good links with the partner playgroups and secondary school, and pupils are prepared well for the next stage of education. This is achieved through a strong induction process and the teaching of nationally designed units of work in English and mathematics that are aimed to help pupils move from one school to the next.
30. There are sufficient staff and the school particularly benefits from a strong team of teaching assistants. Four out of the six class teachers are newly-qualified but their professionalism and latent talent more than make up for their lack of experience. The accommodation is satisfactory. Although it is safe, attractive and well maintained, too little space is provided for ICT and this impairs access for all pupils. The outdoor space is ample and attractive. Overall, resources are also satisfactory. However, there are insufficient computers and the school has not purchased wheeled toys and other large equipment to be used outside to foster the physical development of children in the Reception class, despite this deficiency being identified in the last inspection.

Care, guidance and support

Provision for pupils' care, welfare, health and safety are very good. The provision of support, advice and guidance is good. Arrangements for involving pupils in the development of the school are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Induction arrangements are very good.
- All adults play their full part in providing very good pastoral care.
- Child protection arrangements are meticulous.
- There are no formal procedures for gathering pupils' views.

COMMENTARY

31. William Westley is justifiably proud of its commitment to providing a caring and supportive community where all adults and pupils are valued and respected. The headteacher is particularly skilled in getting to know each pupil and his good example is followed by both teachers and support staff. Every effort is made to ensure that pupils' worries or concerns are quickly identified and addressed so that they do not become barriers to learning or reduce the development of high self-esteem. Where appropriate, there is good communication with staff about pupils' specific problems or needs so that sensitive support or guidance can be provided. This consistent and embracing approach to care is also readily evident in the way pupils respect and help others. As a result, the school is a harmonious and kind community where relationships are very good and pupils have the confidence to raise any matters of concern.
32. Parents are pleased with the care which is taken to settle their children into the Reception class. Teachers visit the new children in their pre-school settings so that they can get to know them. In addition, there is a weekly opportunity, during the Summer Term, for children to join the Reception class at story time in preparation for their entry to the school in September. This ensures that children are familiar with the environment and provides parents with plenty of opportunities to ask questions or share information about their children. New pupils are also given a 'buddy' from the eldest class who will take special care of them at playtimes – a task prized as a privilege by the Year 6 pupils. This carefully-planned approach makes new children feel welcome and ensures that they settle happily into school routines.
33. Child protection issues are given a very high priority in the school; all adults, including adult helpers and those on work experience or teacher training, are routinely briefed about procedures for reporting concerns. All helpers are subject to full vetting. There are good relations with the local area committee and advice is sought when necessary. Pupils are also regularly reminded about the importance of personal safety as part of their personal and social education. A similarly rigorous approach is maintained about health and safety monitoring. Pupils benefit from visits from a theatre group and the county resource caravan each year, in order to raise their awareness of risks, including road safety and drug taking.
34. Pupils are confident to raise issues where they would like improvements to the school and many of their suggestions, such as the provision of separate changing areas for older boys and girls, have been implemented. They are involved in devising classroom codes of conduct and they know that their views, including those arising from class discussions in personal and social education, will be listened to by teachers. Nevertheless, there are no formal procedures to consult pupils regularly either about work or their environment, nor to ensure that feedback on their ideas is shared. The establishment of a school council has been considered but no action has been taken.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and has good links with the community and other schools.

MAIN STRENGTHS AND WEAKNESSES

- Parents say they are made welcome in the school and that staff are easy to talk to.
- Parents hold the school in high regard and are very supportive of their children's learning.
- The school makes good use of the community to enrich pupils' experiences.
- There are good links with other schools and the pre-school settings.
- Information about the results of national tests does not provide parents with data to compare the school's results with those from other schools.

Commentary

35. Parents have a high regard for the school and particularly value the caring and friendly atmosphere which is evident in all aspects of school life. The headteacher ensures he is easily accessible to parents and they know that his commitment to their children's welfare is very strong indeed. Parents appreciate the opportunity to speak informally to him in the playground before or after school. These times are also well used to discuss small concerns quickly, before they become significant issues. Links are also maintained through weekly surgeries with teachers which are used effectively to share information and to check on children's progress.
36. Parents are well supplied with information about the school and what is to be taught. Regular newsletters keep them up-to-date with school activities, and termly information sheets and an introductory meeting at the start of the year lets parents know what is to be taught. However, the prospectus and the annual governors' report to parents do not contain comparative data about the school's results in the national tests or the attendance rates, and therefore do not meet statutory requirements. Annual written reports on individual pupils are satisfactory and parents' attendance at the two teacher consultations during the year is good. The school successfully encourages parents to play their full part in supporting children's learning at home. There has been a very good take up of the family learning project, 'Keeping up with the Children' which has already covered the teaching of numeracy and literacy and has recently been extended at the school to include design and technology.
37. Parents of pupils with special educational needs are kept fully informed when their child's needs are identified and at each stage of the Code of Practice. Most parents support their children well at home and work in partnership with the school. All are informed about their child's targets, and this makes it possible for them to provide appropriate help. Most – though not quite all – attend meetings called to review their child's progress, and some also take advantage of the chance offered by the special needs co-ordinator to meet her less formally before school each Wednesday. Arrangements for the transition of pupils with special educational needs from the school to the Village College are good and ensure that there is continuity and progression in pupils' learning.
38. For their part, parents are generous in their support for the school. Many volunteer to help with projects and extra-curricular activities or to accompany visits. The very active parent/teacher association organises a good variety of social and fundraising events which provide useful additional funding for improvements to the school environment and facilities.

39. William Westley is at the heart of the local community. There are close links with the church and parish council, and various local businesses are sponsors of particular events and projects such as the Millennium Book. The school is an active partner in initiatives such as the community drugs awareness project. Pupils are encouraged to think about the wider community through the ongoing support of a village in Botswana which is the focus for many fundraising activities, both school- and pupil-initiated. Two village trusts provide additional funding to support the costs of music tuition or residential trips to ensure pupils are not disadvantaged.
40. The school benefits from good links with other schools. Pupils meet others in sporting and musical activities and there are well-planned transfer arrangements to the nearby Village College. Teachers share training opportunities with others and this benefits their professional development. Strong links are fostered with pre-school settings. Good relations, including the sharing of some facilities, have been established with the newly-formed Plymouth Brethren secondary school, which is situated next to the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory, overall. The work of the headteacher is sound but the leadership and management contribution made by other staff is very limited, mainly because most teachers are inexperienced. School governance is good.

Main strengths and weaknesses

- The headteacher's commitment to the school is impressive, and his care and concern for others provides a very good role model for pupils and staff.
- The headteacher provides good support for newly-qualified teachers.
- Monitoring and evaluation procedures are insufficiently rigorous in subjects other than English and mathematics.
- The governors are highly committed, astute and generally fulfil their roles well. However, statutory requirements are not fully met.
- There is no senior management team to support the work of the headteacher.
- Some weaknesses from the last inspection have not been addressed with sufficient tenacity.

COMMENTARY

Leadership

41. Overall, the leadership of the school is satisfactory, as it was at the time of the last inspection. The headteacher's commitment to the school is exemplary and he has high expectations for pupils' personal and academic development. He sets the tone for the high level of care and concern for the welfare of pupils and staff, and ensures that all within the school community feel valued. The headteacher develops very positive relationships with parents, and they hold him in high regard. Since September 2003, the headteacher has taken on the main responsibility for the induction of four newly-qualified teachers in this six-class school. He has carried out this role effectively, recognising and praising their achievements and providing good advice and support when these are required. However, the headteacher has been less effective in fostering the professional development of the two experienced teachers, in Reception and Year 6, particularly in relation to the co-ordination of the Foundation Stage and science, respectively.

42. Overall, the headteacher provides the school with a sound sense of direction. He has worked well with governors and staff to create an improvement plan which identifies sensible priorities and reflects the school's ambitions and goals. It has clear and specific targets and includes costings, in contrast to the situation when the school was last inspected. The plan has a beneficial effect, and this is evident in the successful action taken in the current educational year to improve pupils' standards in English and mathematics in Year 6. However, a number of deficiencies reported in the last inspection have not been adequately rectified, suggesting the school's leadership sometimes lacks tenacity. For example, standards are still too low in ICT, monitoring and evaluating procedures remain underdeveloped in most subjects, and coherent assessment practices are still not securely established across the curriculum. The headteacher is firmly committed to running an equitable and inclusive school, and this is generally reflected in the provision made for the pupils. However, pupils do not have equality of access to the small computer suite and insufficient care is sometimes taken to ensure that pupils do not miss work in the same subject when they are withdrawn for activities such as music tuition.
43. There is no deputy headteacher and no senior management team. The majority of class teachers are newly-qualified and the two experienced full-time class teachers make very limited contributions to the leadership of the school. In these circumstances, the headteacher particularly benefits from the well-focused support and challenge provided by the education staff from the local authority and by the school's governors. At present, the leadership of subjects other than English and mathematics is underdeveloped. However, the recently-qualified teachers have each been allocated a subject responsibility to take on from September 2004 and already have formulated sensible plans to develop their roles. With careful support and guidance, they should do well and make an increasing contribution to the strategic leadership of the school.

Management

44. Overall, the management of the school is satisfactory, as it was at the time of the last inspection. Routines are well organised and help the school to run smoothly. The headteacher analyses the results of statutory and non-statutory testing carefully in English, mathematics and science, and provides governors with useful reports which keep them well informed. He regularly observes and evaluates teaching across the school, and has supplemented these formal observations by teaching alongside the newly-qualified teachers for one lesson each week during the Autumn and Spring Terms of the current academic year. This means he has a good awareness of the strengths and areas for improvement in the work of the new teachers. As a result, he has provided them with well-informed feedback which has benefited their professional development. The headteacher works in close partnership with inspectors from the local education authority who regularly visit the school to assess the quality of teaching and learning. This further develops his awareness of the school's performance. However, the headteacher does not collect examples of pupils' completed work to judge whether they are achieving as well as they should or whether teachers' expectations are high enough – this is an area for improvement.
45. The headteacher, special needs co-ordinator and special needs governor together provide effective leadership and management of special needs provision. The special needs co-ordinator is employed on a part-time basis but, in the short time available to

her, manages the day-to-day administrative duties well and works constructively with staff, parents and external agencies to ensure the best possible provision for the children.

46. Regular lesson observations take place in English and mathematics, and the management of provision in these subjects is satisfactory. However, in other subjects, including science, monitoring and evaluation procedures are not properly established and are inadequate. As a result, the school is in a relatively weak position to identify strengths and weaknesses and to target areas for improvement in these subjects. It also means that, when the recently-qualified teachers take on their subject co-ordinator responsibilities in September 2004, most will inherit little useful information from school records about the quality of provision. This is unsatisfactory, since the last inspection identified the need for co-ordinators to develop their monitoring and evaluation roles. Only in English are examples of pupils' completed work from across the school examined carefully to check pupils' progress and standards, so little has changed since 1998. Provision for children in the Reception class is not managed adequately, and means that current weaknesses in the teaching and in planning and assessment procedures are not being tackled with enough rigour.
47. Overall, the school's policy for the performance management of staff is soundly implemented, and teachers have ample opportunities to benefit from training courses. Provision for the induction of recently-qualified staff is good, as identified above, and reflects the caring and supportive ethos of the school.
48. Financial planning is sound. The school improvement plan is properly costed, the annual budget is debated rigorously at governors' meetings and the principles of best value are soundly applied. Significant carry-forward funds have been deliberately accumulated in order to maintain six classes in the next educational year, and this reflects the sound attention given to long-term strategic financial planning. Overall, the school makes sound use of its resources and provides satisfactory value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	385,472
Total expenditure	392,472
Expenditure per pupil	2,677

Balances (£)	
Balance from previous year	62,000
Balance carried forward to the next	55,000

Aids and barriers to raising achievement

49. The most important aids to raising achievement are the good teaching evident in Years 1, 2 and 3 and pupils' positive attitudes to learning. Achievement is constrained by weaknesses in the teaching in the Reception class, by unsatisfactory provision in a minority of subjects and by a lack of rigour in some elements of the school's self-evaluation procedures.

Governance

50. Overall, the governance at the school is good. The governors are highly committed and make a valuable contribution to the leadership and management of the school. The results of statutory testing are debated thoroughly, and governors help to guide the school's work through their involvement in improvement planning. The governors with particular responsibility for literacy, numeracy and special educational needs are all well

informed, and there are regular visits by governors to see the school in operation and to check its performance. For example, in the current education year, pairs of governors have visited the school to investigate the induction of new pupils, the support provided for newly-qualified teachers and the opportunities provided for pupils to develop their writing skills. As a result of these visits, governors have written full and informative reports which provide useful information for the headteacher and staff as well as for their fellow governors. The chair of governors is a frequent visitor and ensures she keeps up to date with current school issues and her finger on the pulse of the school. The governors are astute, take their roles very seriously and are able to ask informed and challenging questions to hold the school to account. As a result, while being highly supportive, they act as effective 'critical friends' to the school. In most respects, governance is particularly effective. However, statutory requirements are not fully met: the governors' annual report to parents does not include all of the required information, and the ICT curriculum fails to meet statutory requirements.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, provision for children in the Foundation Stage is just satisfactory. However, there are important weaknesses in teaching, planning and assessment that need to be addressed. In the lessons seen, teaching assistants and other adult helpers provided good support for children but the teacher was not always fully engaged with children's learning or actively assessing what they could or could not do. Planning often lacks sufficient rigour and the developmental steps identified in the national framework for the early years are not used to adapt the curriculum for children's differing needs. Procedures for assessing children's achievements are not sufficiently systematic, and opportunities to judge their needs are often missed in lessons.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships, known routines and consistent expectations in regard to behaviour help children to feel happy, secure and confident.
- The children are given too few opportunities to make choices and decisions in their learning.

Commentary

51. The personal, social and emotional development of children in the Reception class is satisfactory. The teacher, learning support assistant and all other adults who work in the class provide good role models for the children in terms of relationships. A calm working atmosphere has been established; learning takes place in an orderly environment where daily routines are made clear and expectations in regard to behaviour are consistent. The children know what is expected of them, and they behave well. They come happily to school, settle to tasks with a minimum of fuss, show interest in what they are doing, and are eager to learn. They are encouraged to speak up in front of their peers, for example to talk about work they have produced, and most have acquired the confidence to do so because they know that the adults and the other children will listen and will show interest in what they have to say. They take turns during discussions and have learned to put up their hands if they wish to answer a question, and they share resources fairly when required to do so. When given a strong lead by adults, almost all the children are capable of working together in groups to achieve shared goals, for example to retell sections of the story of 'Noah's Ark'. Nevertheless, they are given too few opportunities to develop independence in their learning, for example by choosing activities and making their own decisions about the resources they might use.
52. The very good relationships that exist between children in the Reception class and their Year 6 'buddies' play a significant part in helping them to settle quickly into school life. The energy with which the children join in singing hymns during assemblies, and the earnest conversations seen taking place between children and older pupils at lunchtimes,

testify to their growing confidence in themselves and their sense of belonging within the 'family' that is the school.

53. Almost all the children are expected to meet the early learning goals expected at the end of the Reception period.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The vast majority of children are on course to meet the early learning goals in this area of learning, but some average- and higher-attaining children are underachieving.

COMMENTARY

54. As a result of the many opportunities they are given to interact with adults, with their peers and with older pupils, the children are making sound progress in speaking and listening. The good relationships in the Reception class and in the wider school mean that most of the children soon feel confident enough to ask and answer questions and to talk about their work. With encouragement, they learn to extend their responses beyond simple one-word answers, and the higher-attaining children often explain their thoughts and ideas in considerable detail. Some lower-attaining children speak willingly but need help to express their ideas more clearly and to speak audibly. The teacher, learning support assistant and other adult helpers build satisfactorily on children's vocabulary by introducing relevant technical terms associated with the different areas of learning.
55. All the children enjoy stories. They listen with pleasure as their teacher reads the story of 'The Very Hungry Caterpillar', and they join in with relish, showing sound recall of the text, when she reaches parts they remember. Most children know and understand technical terms such as 'title', 'author' and 'illustrator', 'letter' and 'word'. They know that we read books from front to back, print from left to right, and they know that print carries meaning. Some children can recognise certain regularly-used words on sight, for example the days of the week, and all can identify at least some initial letters by their sounds. All can recognise and write their own names, hold pencils correctly, and form some letters accurately. The fact that the children are capable of jointly composing a lively and convincing version of the story of 'Noah's Ark' for adults to write on their behalf shows that they have an appropriate understanding of what makes a 'good' story. Nevertheless, higher-attaining children and those towards the top end of the average range should be doing better in some other aspects of the early stages of reading and writing. For example, by the late stage in the summer term when the inspection took place, some of these children might reasonably be expected to have had a more secure grasp of the relationship between letters and the sounds they represent, to have had a greater repertoire of words they could recognise on sight, and to be beginning to compose and write recognisable sentences independently.
56. Overall, the teaching of communication skills, language and literacy is broadly satisfactory and results in children's satisfactory achievement. Strengths include good relationships with the children and effective use of the talents and expertise of the learning support assistant and other adult helpers. However, the teaching also has some important weaknesses which need to be addressed:
- The teaching of phonics is not systematic enough and is not sufficiently reinforced by writing and other 'tactile' experiences.
 - Planning focuses too much on the content of activities and not enough on what children will learn. As a consequence, it does not take sufficient account of children's differing learning needs.

MATHEMATICAL DEVELOPMENT

Overall provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children benefit from good support from teaching assistants and other adults.
- The quality of teaching by the Reception teacher was unsatisfactory in the lesson seen.

Commentary

57. A satisfactory range of activities is provided to promote children's mathematical development. Overall achievement is sound, and standards are mainly average, with a minority of more able children attaining above average standards as they leave the Reception class.
58. Work in books shows that, as appropriate for their age, children are only now beginning to record numbers. Lower attainers are beginning to write numbers up to 10 and can cut out the correct number of spots to fill the 'Spotty 7 Monster'. The average- and higher-attaining children are beginning to understand that combining two numbers relates to addition and can 'take away' numbers up to 10. Outside the timetabled numeracy lessons, it was unclear how the planned day gave children regular opportunities to consolidate their mathematical understanding through regular self-chosen practical and play activities.
59. In the lesson seen, children could accurately count to at least 10 and some to 100 and were beginning to understand the meaning of 'more' and 'less' when moving a ring between numbered pegs on a washing line. During the main part of the lesson, the average- and higher-attaining children were able to measure physical education apparatus and the hall floor using non-standard measures e.g. bean bags, pigeon steps etc. Throughout the lesson, the teaching assistant maintained constant good quality intervention for the higher-attaining children and, elsewhere, the parent helper provided good support for the lower attainers as they painted large individual flower pictures as tall as themselves. However, the quality of teaching by the class teacher was unsatisfactory because she was not always actively engaged in the learning and missed important assessment opportunities, for example to identify which children did or did not understand that taking two steps means counting to two and so on.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Overall for knowledge and understanding of the world is provision is **satisfactory**.

Main strengths and weaknesses

- Pupils benefit from good support from the skilled teaching assistant.
- In the lesson seen, the teaching had some important weaknesses.
- The teacher's planning is not sufficiently rigorous in this area of children's learning.

Commentary

60. Children have had the opportunity to look closely at snails, frogspawn and newts. They have also visited the nearby fields to see the lambs, discussed the changing weather and have watched the growth of plants in their classroom. During the inspection, children achieved satisfactory standards for their ages when cutting and sticking paper and card to make simple models. Although there was some evidence of children's use of ICT in a display in the classroom, no child was observed using a computer during the inspection. Overall, however, evidence suggests that children's knowledge and understanding of the world is sound, and that the vast majority will reach the expected standards at the end of their Reception year.
61. During a lesson observed during the inspection, children made broadly satisfactory progress when developing their understanding about insects. The most effective support was provided by the skilful teaching assistant who took children outside with magnifiers to discover and examine insects in the school grounds. She encouraged children to look carefully and to discuss what they had found out. The quality of teaching by the class teacher was just adequate. Although she ensured that the lesson began effectively and included clear instructions so that children knew what to do, she made limited contribution to their learning as they undertook their tasks. Her major contribution, then, was the organisation and oversight of the session, and the briefing of children and the adults. Opportunities were also missed to use well-focused questions to probe children's understanding and to assess their future needs. The teacher was unable to show evidence of planning that demonstrated a coherent strategy for the development of children's knowledge and skills in this important area of their learning.

PHYSICAL DEVELOPMENT

Overall provision for children's physical development is **unsatisfactory**.

Main strengths and weaknesses

- Children do not have enough access to a sufficiently large outdoor area during lessons.
- They have too few opportunities to engage in activities which offer physical challenges.
- There are few resources for children to use outside.
- In the lesson seen, the teaching was unsatisfactory.

Commentary

62. Reception children have regular access to an attractive outside courtyard area but this is too small to be useful for energetic physical activities. Although another door from the Reception classroom leads to a larger playground area, this was not used by children in lessons during the inspection, despite the availability of adults to supervise them, and fine weather. The school has few large toys which are available to support their children's development – for example, there are no large sit-on wheeled toys.
63. A dance lesson in the hall was observed which demonstrated unsatisfactory teaching. While most children tried hard to respond to the instructions provided by the tape-recorded broadcast, the teacher provided very little input to improve the quality of their movement or to help them to move with imagination or to develop their awareness of space. Despite the lack of pertinent or focused interventions by the teacher, the children demonstrated satisfactory standards for their ages. However, with better teaching, their achievement would have been higher.

CREATIVE DEVELOPMENT

Insufficient evidence was available to judge the overall provision for children's creative development.

Main strengths and weaknesses

- Creative development is timetabled for Friday afternoon and it was unclear from the planning whether children have more regular opportunities to explore and develop their ideas through imaginative and expressive activities.

Commentary

64. Evidence was collected from the limited planning that was made available, from displays and from observing an unplanned play session following an early finish to another lesson. This tends to suggest that children will achieve the expected standards in their creative development at the end of the Reception period but provides too little information for a secure judgement to be made. Whilst no overall judgement can be made about the quality of teaching, it is clear that the teachers' planning is very thin for this important area of children's learning.
65. During the observed session, children took their respective roles seriously in the class 'Doctor's Surgery', and one girl used her first-hand experience of a broken arm to self-bandage herself since the resident 'doctor' did not know what to do. Elsewhere, children enjoyed burying and digging up 'treasure' in the sand tray and others worked collaboratively to fill and empty containers in the water tray. One child was well supported by a teaching assistant as he began to construct a caterpillar with cardboard tubes and a hoop. In the reading corner, children sorted animals for Noah, deciding that some were 'too big' to fit in the house. In the session observed, the teacher provided general encouragement for the children but sometimes needed to introduce questions or ideas to develop their thinking.
66. In another lesson linked to mathematics, children were able to mix blue and yellow powder paint to make green while painting pictures of flowers as tall as themselves. Planning and work on the walls shows that children have engaged in a range of art activities linked to their mini-beast topic. However, there was limited evidence, from either planning or displays, of children developing their own imaginative ideas. It was also unclear whether children have more regular opportunities to engage in creative activities, such as music-making or small-world play, outside the timetabled slots for singing and art and design.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2, as a result of good teaching.

- Pupils with special educational needs do well across the school, because they are supported effectively.
- There are weaknesses in the writing skills of some pupils in the older classes.
- Homework makes a good contribution to pupils' achievement in English.

Commentary

67. Pupils make good progress from their average starting points on entry to Year 1, and their standards are above national expectations in speaking and listening, reading and writing by the end of Year 2. These standards represent good achievement. Whilst they broadly reflect the results of the standard tests in Year 2 in 2003 in reading, they are more favourable than the average results achieved in writing. In Year 3, pupils continue to make good overall progress in English, as a result of good teaching. In Years 4 to 6, where the teaching is satisfactory, pupils make slower but mainly sound progress in the subject. Overall standards in English are above national expectations in Year 6. However, pupils' skills in speaking and listening and in reading are generally more advanced than their writing skills. Nevertheless, current standards in Year 6 represent satisfactory achievement. They are a notable improvement on the results of the national tests in English in 2003, which were below the national average. When the school was last inspected, standards in Years 2 and 6 were average in speaking and listening and in reading but were below average in writing.
68. Pupils with special educational needs are well supported and make good progress towards the targets in their individual education plans. The achievement of the most capable pupils is sound, and pupils from ethnic minority backgrounds do as well as their peers. No significant differences between the achievement of boys and girls were evident during the inspection.
69. Pupils in all year groups listen well. Most also express themselves clearly and have a good command of spoken Standard English. All pupils gradually acquire the vocabulary and technical terms needed to understand and discuss their work in English and in other subjects. By the age of seven, the most capable pupils read very well. Most other pupils of the same age read accurately and with expression, although an insecure grasp of word-attack skills, including phonics, sometimes lets them down. By the age of eleven, the most capable readers challenge themselves in their personal reading, although the majority do not, preferring stories with readily accessible language and ideas. Nevertheless, pupils of all capabilities in this age group enjoy reading both fiction and non-fiction and, for the most part, understand what they read. Presented with more challenging texts during lessons, they rise to the occasion and are able to appreciate the quality of language and the techniques used by authors, for example to engage their audience or to generate suspense. The most competent writers in every age group produce writing which is of a very high standard for their age. They readily recall what they have learned in lessons and from their own reading and are able to apply what they have learned to their own writing, often combining many skills simultaneously. On occasions, the written work of pupils in Years 4 to 6 has technical weaknesses which should have been addressed in their earlier years at the school. They concentrate on ideas and presentation but sometimes pay too little attention to sentence structure, punctuation and grammar. In addition, there are sometimes weaknesses in spelling because their knowledge of familiar spelling patterns and of spelling rules is inadequate. Some pupils use informal or colloquial English inappropriately in their writing. Across the school, standards of handwriting and presentation are generally good, although this is not always the case in the work of pupils in Years 4 and 5.

70. The teaching of English is good in Years 1, 2 and 3, and is satisfactory in Years 4, 5 and 6. All teachers plan their lessons thoroughly, provide group work which is well matched to pupils' differing capabilities and use learning support assistants to good effect. In the best lessons, expectations of what pupils should achieve are high: pupils initiate as well as participate in learning, and feedback is given which helps them to evaluate their work and improve their performance. Where teaching is satisfactory rather than good, pupils are not given enough time to discuss their work. In Year 6, neither feedback nor marking gives those pupils who need it most the guidance they need to improve. A common weakness in the teaching lies in a tendency to praise effort and achievement in relation to the immediate objectives of a particular writing task, but to overlook important weaknesses, particularly those associated with technical control, as outlined above. If standards in writing are to improve further in Year 6, all teachers need to:
- ensure that such weaknesses are addressed before they become persistent features of pupils' work;
 - make pupils fully aware of how to improve their writing, for example by becoming familiar with the criteria by which writing is assessed; and
 - give pupils the opportunity to initiate discussions about the quality of texts, including their own and those of other pupils.
71. The leadership and management of English are sound. The headteacher, supported by members of the education department from the local authority, has ensured that provision has been monitored and evaluated carefully. Through its self-evaluation processes, the school is aware of strengths and weaknesses in performance and has already put in place some useful measures which have improved pupils' standards. The setting of targets in reading and writing for all pupils is beginning to raise awareness of the skills to be developed – although by no means all pupils seem certain about what their targets are. Resources for English are good, with many well-chosen texts of good quality, and library resources are used effectively to promote independent research and to support learning. Little use is made of ICT to support pupils' learning in English, including to help pupils to draft, redraft and edit their writing.

Language across the curriculum

72. Overall, the promotion of pupils' language and literacy skills across the curriculum is sound, and has some good features. All teachers ensure that pupils learn the technical terms necessary to understand and discuss their work in different subjects. Pupils of all ages are encouraged to read to find things out, and older pupils are taught the skills of note-making and independent research. For example, pupils in Year 6 made notes in a history lesson about Sir Francis Drake's voyage round the world and have reconstructed their notes into a coherent written account. Throughout the school, pupils write for different purposes, the contexts arising from their work in a variety of subjects. For example, pupils in Year 3 have written letters as 'evacuees' during the Second World War and Year 6 pupils have written simplified explanations of how materials can be separated by filtration and evaporation, complete with drawings and diagrams, for their 'buddies' in the Reception class.

MATHEMATICS

The quality of provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6.
- The school has made good progress in mathematics since the last inspection.
- Teaching is good overall and enables pupils to achieve well.
- Homework is used effectively.
- Overall, there is insufficient use of ICT to support learning in mathematics.
- Pupils' work in books is not monitored on a regular basis.

Commentary

73. The school has made good progress since the last inspection and has successfully raised standards across the school. On entry to Year 1, attainment is average. Pupils make good progress and achieve well in all year groups, and attain above average standards at the end of Year 2 and well above average standards at the end of Year 6. They demonstrate secure mental calculation skills and mainly present their work well. Both of these are improvements since the last inspection when they were identified as weaknesses. The school attributes its success in raising the quality of provision and standards to the effective implementation of the National Numeracy Strategy and improvements in teachers' subject knowledge. The results of the national tests in mathematics at the end of Years 2 and 6 have been above or well above the national average for the last three years.
74. Pupils' work in lessons and in books shows that they achieve well in all elements of mathematics. In the lessons seen, Year 1 pupils were able to recall the faces and names of 3D shapes and Year 2 pupils could use mathematical vocabulary to describe direction and movement. In Year 3, pupils worked well in pairs to sort and classify shapes accurately, using a range of properties such as angles, lines of symmetry and the number of sides. In the mixed age class, Year 4 pupils achieved well when learning to convert units of length and money into decimal notation, and Year 5 pupils made good progress when learning systematic approaches to find percentages e.g. 6% of 300, 17% of 400. In Year 6, pupils made sound progress when developing their calculator skills to solve complex number problems, e.g. "How much is a MILLION worth, using only multiplication, when $A=1$, $B=2$ etc?".
75. Evidence shows that the quality of teaching in mathematics is good, across the school. Lessons are well organised, and planning takes appropriate account of pupils' different learning needs and is adjusted in response to ongoing assessment. A good pace is maintained and teachers use challenging questions to check pupils' prior learning. In the best lessons, teachers use pupils' errors and misconceptions well as teaching points. Work in books shows that teachers have high expectations of the quality and quantity of mathematics and homework is used effectively to support the learning in school. However, there were too few opportunities for pupils to use and apply ICT to aid their understanding.
76. The leadership and management of mathematics are satisfactory. The headteacher is the co-ordinator and has carried out lesson observations across the school and checks progress on individual pupils' targets for mathematics every term. However, pupils' work is not analysed, which was an issue at the time of the last inspection, and test papers are not evaluated with sufficient rigour to enable the school to identify key aspects of mathematics that need development, both across the school and within year groups.

Mathematics across the curriculum

77. Overall, sound use is made of mathematics to support pupils' work across the curriculum. For example, in science, pupils measure accurately and present their work in tables and graphs. Year 6 pupils have recently used their knowledge about angles to help them to investigate the reflection of light.

SCIENCE

The quality of provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress in their scientific learning in Years 1 and 2, as a result of good teaching.
- The leadership and management of the subject are unsatisfactory.
- The most capable pupils sometimes mark time in Years 4, 5 and 6.

Commentary

78. Standards in science are above national expectations in Years 2 and 6 and have increased since the last inspection, when they were average. On entry to Year 1, pupils' scientific knowledge and understanding are broadly average so the standards reached in Year 2 reflect good achievement. Current standards in Year 2 broadly reflect the results of the statutory teacher assessments in science in 2003. The standards reached in Year 6 are an improvement on the results of the national tests in 2003, which were in line with the national average and the average results of similar schools. Overall, the standards reached in Year 6 represent sound achievement, and reflect the good progress made by pupils in Year 3 and the satisfactory overall progress made by pupils in Years 4, 5 and 6. Pupils with special educational needs do well in all years, as a result of the effective support they receive, and pupils from ethnic minority backgrounds achieve as well as their peers. The achievement of the most capable pupils is satisfactory, overall, although they sometimes mark time in science lessons in Years 4, 5 and 6.
79. In Year 2, pupils achieve well when describing how pushes and pulls can make objects speed up, slow down or change direction. They can create simple electrical circuits and are able to explain, from diagrams, why some circuits will work and others will not. Year 2 pupils have a good awareness, for their ages, of the need for fair-testing when conducting experiments. In Year 6, pupils know that gravity is a force which can be measured in newtons, and can describe some situations when there is more than one force acting on an object. They know that micro-organisms feed, grow and reproduce like other organisms, and that they can sometimes move from one food source to another to cause food poisoning. Year 6 pupils also demonstrate good achievement when investigating the reflection of light. They discover that the angle of incidence is equal to the angle of reflection and use their knowledge to create simple periscopes.
80. The quality of teaching is good in Years 1 and 2, and means that pupils make good overall progress in their scientific learning. In Years 3 to 6, the teaching is satisfactory overall and means pupils make mainly sound progress. Whilst pupils benefit from good teaching in Year 3, the teaching is satisfactory for pupils in Years 4, 5 and 6. All teachers plan their lessons carefully and individual lessons form part of a coherent series to

develop pupils' knowledge and skills. Procedures to assess pupils' standards and progress are sound. Teachers know exactly what they expect pupils to learn, and they prepare resources for their lessons well. In the most effective lessons, good use is made of time and teachers know just when to intervene with well-judged comments or questions to ensure that pupils are both supported and challenged. The most effective teachers take particular care to involve pupils actively during lessons. For example, after discussing the results of their experiments about plant growth, Year 3 pupils were able to engage in role play, as plant doctors. This well-organised session was both enjoyable for the pupils and highly beneficial to the teacher who was able to assess their understanding of the conditions required for healthy plant growth. Areas for improvement are sometimes evident in lessons which are satisfactory, overall, and are also highlighted by an examination of pupils' completed work. Teachers' questions sometimes need to be more focused to probe pupils' understanding and to develop their thinking, and the most capable pupils sometimes mark time on work which is too easy. In Years 4 and 5, too much work is copied from the teacher. As a result, all pupils sometimes write exactly the same text to record predictions, results and conclusions of experiments. This practice inhibits learning for all pupils, and especially the most capable. In Years 4, 5 and 6, teachers provide pupils with insufficient opportunities to develop their own hypotheses and to devise their own simple experiments to test their ideas. In these classes, there is sometimes too much teacher talk and too little pupil activity.

81. Across the school, good use is made of homework to develop and reinforce pupils' scientific learning. Pupils' literacy and numeracy skills are soundly promoted in science lessons. However, too little use is made of ICT to support pupils' learning in the subject.
82. Overall, the leadership and management of science are unsatisfactory. Although the science co-ordinator willingly provides advice to her colleagues and has organised resources efficiently, she does not have an adequate overview of provision. This means she is in a weak position to target areas for improvement. The results of teacher assessments and statutory tests in science are not examined with sufficient rigour, and examples of pupils' work have not been scrutinised in order to identify strengths and weaknesses in pupils' achievements. In addition, the co-ordinator has not observed teaching in the subject for a number of years.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The quality of provision in ICT is **unsatisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Statutory requirements are not met and standards are below average in Year 6.
- Limitations in the accommodation and hardware provision mean that not all pupils have equal access to the range of opportunities on offer.
- Insufficient use is made of ICT across the curriculum.
- The leadership and management of ICT are unsatisfactory.
- Insufficient progress has been made since the last inspection when ICT was judged to be unsatisfactory.

COMMENTARY

83. Although overall progress since the last inspection is unsatisfactory, improvements have been made, in particular in relation to pupils' keyboard skills and computer literacy. The school now has a dedicated space for computer hardware but it is too small and is

under-equipped. The curriculum has been improved by adopting the study units provided the Qualifications and Curriculum Authority and this has helped to ensure that sufficient time is spent on the subject. However, control technology is not taught, which means that statutory requirements are not met. In addition, there is insufficient use of ICT in other subjects.

84. There was insufficient evidence to make a secure judgement about standards in Year 2 but inspection findings, including discussions with pupils, show that standards are below average at the end of Year 6. Work in books and displays shows that pupils attain satisfactory standards in Year 1. Pupils can produce sound bar charts and pictograms of their favourite fruit, can recreate the colours of wool using a 'Paint' program and can insert images. In a Year 2 lesson, pupils made sound progress when programming the 'Roamer' in mathematics. Limited evidence was available in Years 3 to 6. Year 3 pupils could write their names in different fonts, could identify different ways of sending messages including text messaging and e-mails, and higher attainers could produce a frequency chart and graph to show the height of plants. In Years 4 and 5, pupils could type out their writing using a word-processing program but were not composing their work directly into the computer. These pupils also experienced difficulty when reproducing previously drawn repeat patterns with an inappropriate 'Paint' program. Discussions with pupils in Years 4, 5 and 6 revealed that not all were able to start or complete work in ICT due to limitations of time and access, and that not all aspects of the ICT statutory curriculum are taught. However, pupils enjoy their work in ICT and many have developed sound skills, knowledge and understanding from using computers at home. In a lesson seen, Year 6 pupils made just satisfactory progress when studying the intricacies of the Internet. However, progress was impaired because the majority of pupils had to develop their knowledge through observation of their peers rather than first-hand experience.
85. Overall, too few lessons were observed to make a secure judgement of the quality of teaching in ICT. In the lessons seen, it was satisfactory and there is no evidence to suggest that teachers have insecure subject knowledge. However, work in books, displays and computers, and discussions with pupils, shows that teaching is constrained by limitations in the accommodation and the lack of suitable hardware and software. In addition, although teachers maintain a checklist of skills taught for each pupil, attainment and progress have not been checked with sufficient rigour. Findings show that assessment is made difficult because pupils' work is dispersed between several computers and is not retained systematically in individual files or folders.
86. The leadership and management of ICT are unsatisfactory although there are promising signs of improvement. Both the experienced co-ordinator and newly-qualified teacher who will take on the role in the younger half of the school are enthusiastic and keen to develop their work. At present, there is no monitoring of teaching or pupils' work although teachers' planning is collected. Both co-ordinators anticipate that the school's inclusion in a local ICT project will make a significant impact on ICT across the school, particularly as they will be able to access expertise from across their cluster group of schools. Resources for ICT are unsatisfactory but both co-ordinators have a clear understanding of what needs to be purchased.

ICT across the curriculum

87. A careful analysis of pupils' work provides secure evidence that pupils' ICT skills are not used or developed sufficiently across the curriculum.

HUMANITIES

Geography

Overall, the quality of provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below average in Year 6.
- Pupils achieve well in Year 3.
- Pupils' progress is unsatisfactory in Years 4, 5 and 6, where work is often the same for pupils of different ages and capabilities.
- Insufficient use is made of fieldwork and the local area, particularly in Years 4, 5 and 6.
- The leadership and management of geography are unsatisfactory.

Commentary

88. There was insufficient evidence of geography to make a secure judgement of standards in Year 2 but inspection findings show that standards are below average in Year 6. The last inspection did not make overall judgements about pupils' standards in either Year 2 or Year 6. An analysis of work and displays shows that standards are satisfactory in Year 1 where pupils can draw a simple map of their route to school, and can identify key information about the different countries that Bungle Bear has visited. In the geography lesson observed in Year 2, pupils made mainly sound progress when drawing and labelling a picture of a seaside scene and could distinguish between human and physical features. In Year 3, pupils achieve well and attain above average standards. The quality and quantity of work is good and pupils can clearly justify their opinions when exploring the location of a road; can accurately label a range of maps to extend their knowledge and understanding of British regions and climate; can make a link between climate and leisure activities; and use local knowledge and maps to demonstrate their understanding of places in their locality. Progress slows in Years 4 and 5 where pupils carry out the same work regardless of age and capability, and in Year 6 where the work of the highest- and lowest-attaining pupils is often identical and sometimes copied. Although pupils in these three-year groups acquire some superficial geographical knowledge linked to topics such as water, rivers and rainforests, they do not develop their geographical skills through original investigations or fieldwork in the locality. In the lesson seen in Year 6, pupils demonstrated below average standards when discussing the human and physical features of coastal environments. Insufficient use is made of ICT to support and develop pupils' learning in geography.
89. It was not possible to make a secure judgement about the quality of teaching in geography. In the lessons seen, in Years 2 and 6, teaching was satisfactory. The analysis of work in books and displays suggests that teaching is good in Year 3 and satisfactory in Year 1 but is less effective in Years 4 to 6. In Year 1, the teacher provides interesting activities for pupils including a well-equipped 'Travel Agents' role-play corner. Work in books shows that the Year 3 teacher has high expectations and presents pupils with a good range of opportunities to develop their geographical skills and knowledge, including through original research. However, teaching in Years 4, 5 and 6 does not take sufficient account of pupils' different ages and capabilities and the coverage of topics is often superficial. In addition, there are lost opportunities to utilise both the locality and the school's link with a school in Botswana. Assessment is under review but currently lacks

sufficient rigour. Sensible plans are in place to link it more securely to the study units in the scheme of work.

90. The leadership and management of geography are unsatisfactory. Plans are collected but not evaluated and there has been no formal analysis of lessons or pupils' work. However, the new co-ordinator is enthusiastic and keen to develop her role. Resources for geography are sound.

History

Insufficient evidence is available to judge the quality of provision in Years 1 and 2. In Years 3 to 6, provision is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6, and standards are above national expectations in Year 6.
- Visits and visitors bring history to life.
- Monitoring and evaluation of provision are underdeveloped.
- Assessment procedures are being developed but are not yet securely established.
- The leadership and management of the subject are unsatisfactory.

Commentary

91. There is insufficient evidence to make secure judgements about provision in Years 1 and 2, since there was very little recorded work in pupils' books and no lessons were seen. Although only one history lesson was seen in the older classes, an extensive range of written work by pupils in Years 3 to 6 and discussions with pupils provide secure evidence that pupils achieve well in these year groups and that standards are above national expectations in Year 6. The last inspection did not make overall judgements about pupils' standards in either Year 2 or 6.
92. In a lesson on the circumnavigation of the world by Sir Francis Drake, Year 6 pupils revealed a detailed knowledge of exploration in Tudor times and a good understanding of the reasons behind it. In their written work about the Tudor period, they refer confidently to key dates and events, and they use appropriate technical terms to describe personalities, artefacts and events. They are accustomed to considering historical questions such as 'What happened to make it possible for Henry VIII to become king?', and they are able to explain the causes and consequences of events. For example, they know that Henry's desire for a divorce led to a feud with the Pope and, ultimately, to the establishment of the Church of England.
93. Further evidence from pupils' work shows that they develop a good understanding of chronology. In Year 6, pupils are able to construct increasingly complex timelines, some showing the interrelationship of significant events in the history of their own families and key events in World War II. In Year 3, pupils studying 'Invaders and Settlers' clearly understand the changes that occurred as one set of 'invaders' became settlers only to be replaced by yet more invaders. In work related to World War II, pupils in Year 3 demonstrate a good understanding of different perspectives on historical events when they write letters – first as an evacuee moved to the countryside and then as children from the countryside forced to accommodate strangers in their midst. Pupils successfully develop the skills of historical enquiry. For example, some interview grandparents or

visitors from the local community to find out about living conditions during World War II. All classes benefit from visits to different places of historical interest such as the Anglo-Saxon village at West Stow, and the museum at Duxford airfield.

94. Insufficient evidence is available to judge the overall quality of teaching. However, the only lesson seen, in Year 6, was taught well, and evidence from pupils' completed work in Years 3 to 6 shows the teaching enables pupils to make good progress in their learning in the subject. Teachers in Years 3 to 6 ensure that pupils' language and literacy skills are promoted well in history lessons.
95. The leadership and management of the subject are unsatisfactory. At present, there is no co-ordinator but a recently-qualified teacher is currently preparing herself well to take on the role in September 2004. There has been no formal monitoring and evaluation of provision in the recent past, however, and this means she will inherit little useful information from school records. Sensible assessment procedures are being developed for the subject but these are not yet established across the school.

Religious education

Insufficient evidence is available to judge the quality of provision in Years 1 and 2. In Years 3 to 6, the provision is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are above the expectations of the locally-agreed syllabus in Year 6.
- The coverage of the agreed syllabus is thorough and detailed in Years 3 to 6.
- Pupils know what is to be learned from religion.
- The leadership and management of the subject are unsatisfactory.

COMMENTARY

96. Due to timetabling arrangements, it was only possible to see a Year 2 lesson in religious education during the inspection. Given that much of the work covered in Years 1 and 2 is dealt with through discussion, there is not enough recorded evidence on which to base secure judgements about the standards or achievement of pupils in these particular year groups. Nevertheless, it is clear from teachers' planning and from the little evidence available that pupils in Years 1 and 2 spend an appropriate amount of time studying religious education, and also that they follow a suitable curriculum.
97. Although no lessons were observed in Years 3 to 6, there is ample evidence to show that pupils make good progress and achieve well. By Year 6, standards are above the expectations of the locally-agreed syllabus. When the school was last inspected, standards were above expectations in both Years 2 and 6.
98. Examples of work from Years 3 to 6 show that pupils have a good knowledge and understanding of Christianity and of some other major world faiths such as Buddhism and Sikhism. They demonstrate a secure understanding of key principles, stories, symbols and events in each of the religions studied. Even more significantly, they show quite clearly, in their written responses, what is to be learned from religion. They are able to reflect on experiences in their own lives in order to make meaningful comparisons with the lives of special people in different religious contexts. For example, pupils in Year 4 identify with the religious faith of Mary Jones who, after saving for many years, was finally inspired to walk twenty-five miles to buy a Bible of her own. In Year 6, pupils study the parables told by Jesus and later draw on their own experience of life when they write

parables of their own, each with a 'hidden' moral taken from the Ten Commandments. They consider the meaning of the Lord's Prayer and rewrite it in their own words, showing that they have understood its meaning. Pupils' knowledge about religion is equally impressive. Year on year, they acquire a detailed knowledge of special features and symbols to be found in Christian churches and are able to recall not only very specific technical terms such as 'lectern', 'altar table', 'pulpit' and 'font', but they also know which colours used in the church are associated with different times and events in the Christian calendar, and many know the names and the order of all the books in both the Old and New Testaments. By the end of Year 6, they also have an almost equally detailed knowledge of Sikhism and Buddhism.

99. Although there is too little evidence from lesson observations to reach a secure judgement about the quality of teaching, it is clear from the work seen that teachers communicate to pupils their own interest in the subject and ensure that pupils make good progress in their learning in Years 3 to 6. The school's very good links with local churches and their clergy already underpin both teaching and learning in relation to Christianity and have a positive impact on pupils' knowledge and understanding.
100. The leadership and management of the subject are unsatisfactory. At present, there is no co-ordinator for the subject, although a recently-qualified teacher is looking forward to taking on the role in September 2004. There is little evidence of previous monitoring and evaluation in the subject to inform her work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The quality of provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above national expectations in Years 2 and 6, and represent good achievement.
- The leadership and management of the subject are unsatisfactory.
- Assessment procedures are not securely established.

Commentary

101. Pupils do well in art and design and this is reflected in their above average standards, including in Years 2 and 6. The last inspection did not make a clear judgement about pupils' standards in the subject in Years 2 or 6.
102. In Year 1, pupils achieve well when making careful pencil drawings of plants, and their abstract designs, made with pastels, show they are able to blend colours effectively to create interesting effects. In Year 2, pupils have discussed the work of Van Gogh and have made good progress when mixing a wide range of different yellows before creating

their own interpretations of his sunflower pictures. These are painted with considerable attention to detail, and demonstrate technical skills which are above average for pupils' ages. Year 2 pupils also achieve well in drawing and are able to create interesting shading effects when using soft pencils.

103. In Year 3, pupils have made striking collage pictures, abstracted from their drawings of faces, and have achieved well when using these collages to inform their designs for simple card prints. In Years 4 and 5, pupils have benefited from discussions about the work of Rousseau, and their large class painting of a jungle scene strongly reflects elements of the artist's work. In Year 6, pupils achieve well when making clay pots and decorated tiles. Their abstract paintings show their skilful brushwork and good colour mixing skills. Across the school, limited use is made of ICT to support pupils' learning in art and design.
104. No art and design lessons were observed during the inspection, so it is not possible to make an overall judgement about the quality of teaching. However, a careful examination of pupils' completed work provides secure evidence that the teaching is enabling pupils to make good progress in their learning in the subject.
105. There is no co-ordinator for art and design, although a teacher will take on the role in September, following the completion of her first year in teaching. Strategies for monitoring and evaluating the subject have not been previously established, so the new co-ordinator will inherit little useful information to guide her work. Procedures for assessing pupils' standards and achievements in art and design are not securely established. However, sensible systems are currently being developed.

Design and technology

The quality of provision in design and technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below national expectations in Year 6 and represent underachievement.
- Teachers' expectations of pupils' potential achievement are too low in Years 4, 5 and 6.
- Assessment procedures are not securely established.
- The leadership and management of the subject are unsatisfactory.

COMMENTARY

106. In Year 1, pupils have made moving pictures, using simple sliding mechanisms, and these demonstrate satisfactory standards. Their musical instruments, made from recycled materials, also represent sound standards for their ages. In Year 2, it is not possible to judge pupils' standards because no examples of pupils' work in the subject were available for examination. However, evidence from the Year 2 teacher's planning shows that pupils have been set appropriate tasks. The last inspection did not make overall judgements about pupils' standards in the subject in either Year 2 or Year 6.
107. In Year 3, pupils demonstrate satisfactory standards when designing and making toys which move through the use of pneumatics, and have made sound progress when designing pictures frames. However, pupils' progress slows and is unsatisfactory in years 4, 5 and 6. As a result, pupils underachieve and their standards are too low. In Years 4 and 5, pupils' designs for musical instruments are unsatisfactory. They include a list of the materials to be used but little indication about joining methods and usually no diagram to guide the construction. The few examples of pupils' completed instruments

which were available for examination demonstrate making skills which are well below average. In Year 6, pupils have constructed very simple model shelters, using card. Although these models have presented pupils with very little challenge, they still lack finesse in their construction and might easily have been made by much younger pupils.

108. It was only possible to observe a brief part of one design and technology lesson during the inspection, so it is not possible to make an overall judgement about the quality of teaching in the subject. However, a careful examination of pupils' completed work provides secure evidence that the teaching is not enabling pupils to do as well as they should in Years 4, 5 and 6. Teachers' expectations for the potential achievement of these pupils are too low, and evidence suggests they would benefit from in-service training to increase their knowledge in the subject.

109. The leadership and management of the subject are unsatisfactory. The co-ordinator does not have secure subject knowledge and has not monitored or evaluated the quality of provision. Coherent whole-school procedures are not securely established to guide teachers' assessments of pupils' standards.

Physical education and Music

Insufficient evidence was collected to make judgements about provision in these subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

The quality of provision in personal, social and health education is **good**.

Main strengths and weaknesses

- The impact of good provision is reflected in pupils' positive attitudes, behaviour, values and other personal qualities.
- There has been no formal monitoring or evaluation of provision.

Commentary

110. Only two lessons in PSHE were seen, both in Year 3, but there is ample evidence of the good provision made, not only in teachers' planning but, more significantly, in pupils' good attitudes, values and other personal qualities. The school successfully promotes PSHE through timetabled lessons and through other subjects of the National Curriculum, assemblies, class discussions, support systems, daily interactions with pupils, and special events designed to enhance pupils' experiences. All pupils carry out routine classroom duties. In Year 6, pupils are made increasingly aware of their role as 'models' for good behaviour and responsibility. They assume responsibility for various duties in the wider school. For example, they organise the hall for assemblies, man the school office and the library, set up the ICT suite ready for use each day, tidy up the dining room after lunch, and run the school bookshop. 'Buddies' join younger children in the dining-

room for lunch, helping where necessary, and some Year 6 pupils also monitor outdoor play, finding friends for those children who need them, or inventing games to keep them amused. The award of merits and certificates for attainment, effort and behaviour helps to confirm pupils' sense of achievement and promotes their self-belief. Class discussions provide a suitable forum for the discussion of issues that affect the pupils, while all pupils know that there is a trusted adult to whom they can direct either more urgent concerns or, sometimes, questions of a philosophical nature.

111. Pupils contribute to the drawing up of rules to guide behaviour and ensure the safety of all in the school, in the classrooms and in the playground. They understand the need for rules, and, in discussion with an inspector, made clear their total support for sanctions introduced to make pupils understand the consequences of anti-social behaviour. In a good lesson seen in Year 3, pupils were encouraged to consider the consequences of their actions on others in the local community when they discussed the 'pros and cons' of coming to school by car. The school's links with a village in Botswana are used to raise pupils' awareness of global citizenship. Visitors working for UNICEF and for Save the Children have further enhanced pupils' understanding by presenting powerful cases for the rights of children in Eastern Europe and in the Third World.
112. Good provision is made to help pupils develop a healthy, safe lifestyle. The school already provides well for drugs education and is currently involved in the development of the local education authority's programme of drugs awareness which is designed to be disseminated through all the schools, churches and youth clubs in the area. The police and the fire brigade make regular visits to the school to promote different aspects of personal safety, while 'Nurse Nicky' from the health centre plays a vital role in introducing pupils to various aspects of health education, sex education and relationships. Cycling proficiency is taught jointly by a parent and a learning support assistant from the school. Procedures for monitoring and evaluating the quality of overall provision are not established.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
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	4

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

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
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	2
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	2
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	3
The leadership of the headteacher	4
The leadership of other key staff	5
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).