

INSPECTION REPORT

WOODBOROUGH CE VA PRIMARY SCHOOL

Woodborough, Pewsey

LEA area: Wiltshire

Unique reference number: 126421

Headteacher: Mrs S Brewis

Lead inspector: Ms A Coyle

Dates of inspection: 26th - 27th April 2004

Inspection number: 258472

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	124
School address:	Broad Street Woodborough Pewsey Wiltshire
Postcode:	SN9 5PL
Telephone number:	(01672) 851 305
Fax number:	(01672) 851 305
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Harman
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Woodborough Church of England Primary School is a Voluntary Aided school situated in a small rural village. It is much smaller than most other primary schools nationally and there are 124 girls and boys on roll, including 21 children in the Reception class. Most begin school in the year of their fifth birthday, and attainment on entry is average. Only two per cent of pupils are from ethnic minority families and none are at an early stage of language acquisition. Three per cent of pupils have been identified as having special educational needs, which is much lower than most other schools nationally. Pupils' needs include moderate learning difficulties and social, emotional and behavioural needs; very few have statements for their special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20603	Ms A Coyle	Lead inspector	Information and communication technology French Foundation Stage English as an additional language
19639	Mrs G Anderson	Lay inspector	
23917	Mr A Clarke	Team inspector	English Art and design Design and technology Music Physical education
8056	Mr H Probert	Team inspector	Mathematics Science Geography History

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Bristol
Clifton
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	8 - 11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11 - 13
PART C: THE QUALITY OF EDUCATION IN THE AREAS OF LEARNING AND SUBJECTS	14 - 22
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good school** with some excellent features that is led and managed very well by the headteacher, the committed staff and a conscientious governing body, who all work together as an excellent team within a very Christian ethos. The school provides **good value for money** and the teaching, learning and standards are good.

The school's main strengths and weaknesses are:

- Standards are good in English, mathematics and science.
- Pupils' attitudes to learning are very good. They behave very well and show strong spiritual, social and moral development within an excellent inclusive and very caring environment.
- The quality of teaching is good overall and frequently very good throughout the school.
- The leadership of the headteacher is very good.
- Very good links with parents and plenty of opportunities for extra-curricular activities support pupils' learning well.
- An excellent governing body supports the school closely.
- Assessment procedures are not fully developed.
- Computers are not used enough across the curriculum.

The school has improved considerably since 1998 and rectified the five key weaknesses that were identified. The progress of pupils in Years 1 and 2 is much improved and teachers' expectations of the most capable pupils are far higher than they were at the time of the last inspection. The quality of teaching is now good overall and the provision for information and communication technology (ICT) and music have been improved well. These significant improvements have helped to push up standards generally and made sure that pupils are challenged sufficiently.

STANDARDS ACHIEVED

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

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

Achievement is notably good. The above table shows that standards have been fairly consistent over the last three years at the end of Year 6. In 2003, the results were well above the national average and those of similar schools in English and science. They matched the national average in mathematics and were well above those of similar schools. The inspection evidence concurs with these results and shows that standards are currently above the national expected levels¹ by Year 6 in all three core subjects. Standards are generally above the expected levels in Year 2. Most pupils make good progress in relation to their capabilities and their average attainment on entry, whilst the small number of pupils with special educational needs achieve notable success. The very few from ethnic minority backgrounds also do well.

¹ **LEVELS** - By the end of Year 6, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above the nationally expected levels. By the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above the nationally expected levels.

Children in the Reception class are provided with a good start to their education. The adults working with them have a clear understanding of their needs and make sure that all are catered for well. As a result, children acquire a wide range of skills and achieve the expected goals ² in the areas of learning by the end of the Foundation Stage, ³ as indicated in the school's assessment records and confirmed by the inspection findings.

Pupils' spiritual, moral and social development are very good, and their cultural development is sound. The majority of pupils display very good attitudes and behaviour. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching and learning are good overall in Years 1 to 6, and in the Reception class. Teaching is sometimes very good and occasionally excellent. The curriculum is extended by good links with local schools, a good range of after-school activities that includes sports, and an excellent inclusive atmosphere that cherishes all pupils equally.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher has an excellent educational vision that is focused upon ensuring that all pupils do as well as they possibly can. She provides calm and very effective leadership, working in close partnership with the staff and an excellent set of governors, who are conscientious and rigorous in their approach to the management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the way that the school educates and supports their children. They have expressed the views that that the school provides plenty of useful information and is keen to involve them. Pupils particularly like the welcoming and friendly atmosphere in the school.

IMPROVEMENTS NEEDED

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

- Extend the procedures for assessing pupils' work, as identified in the school improvement plan; and
- Improve the use of computers across the curriculum.

² **EARLY LEARNING GOALS** - These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the end of the Reception Year in the following areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal, social and emotional development.

³ **FOUNDATION STAGE** - This stage of learning refers to children aged between three and six years. In this school, it refers to children in the Reception class.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall and pupils attain standards that are well above the national expectations by Year 6 in the national tests. From average attainment on entry, the progress made by pupils is good throughout the school.

Main strengths and weaknesses

- Many pupils achieve well and attain good standards by the time they reach Year 6.
- The use of information and communication technology is not fully developed across the curriculum.

Standards in national tests at the end of Year 2 in 2003

Standards in:	School results	National results
reading	100 (100)	84 (84)
writing	100 (100)	81 (86)
mathematics	100 (100)	90 (90)

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

Standards in national tests at the end of Year 6 in 2003

Standards in:	School results	National results
English	87 (92)	75 (75)
mathematics	60 (85)	73 (73)
science	100 (100)	87 (86)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

Commentary

1. **Pupils achieve well in English** and standards are good. This is reflected in the results of the National Curriculum tests for Year 6, which show that standards have been mainly well above the national average over the last three years. Boys and girls do equally as well, as do the few from ethnic minority backgrounds, because the good teaching helps them to build on their skills. The results of the 2003 National Curriculum tests were high compared to the national average, with 87 per cent at Level 4 and a significant number at the higher Level 5. The results were higher than those of pupils in similar schools. By Year 2, standards were much higher than the national average and those of similar schools in writing; they were very high in reading. All pupils attained the expected Level 2 in reading and many reached the higher Level 3. Similarly, in writing, a well above average 95 per cent attained Level 2 or above. These results represent a far better picture than that of the last inspection, when standards were just satisfactory.
2. **Achievement is good in mathematics.** Last year, the pupils in Year 2 did very well in the 2003 national tests, as the results were very high compared with the national picture and those

of similar schools. At the end of Year 6, however, standards were not quite as good because they were below those of similar schools but, nevertheless, they were in line with the national average. The inspection findings show that standards are currently good throughout the school and thus, they have risen well overall since the last inspection, when they were satisfactory.

3. **Pupils achieve good standards in science.** In the national tests, the 2003 results show that 100 per cent of pupils in Year 6 attained Level 4 or above, which was well above the national figure and above that of similar schools. The teacher assessments for pupils in Year 2 were also well above average for Level 2 at 100 per cent, and a significant number reached the higher Level 3. The evidence gathered during the inspection shows that standards are currently above the expected levels by Year 6 and pupils make good progress.
4. In other areas of the curriculum, achievement is generally good amongst most groups of pupils, which leads to good standards of attainment by the time they reach Year 6. However, although standards in ICT have improved since the last inspection and are now satisfactory, computers are not used enough across the curriculum. Pupils from ethnic minority backgrounds and the most capable do well in all subjects. This is because learning builds well from the time pupils enter the Reception class. The majority of children attain the expected goals in personal, social and emotional development, communication, language and literacy, and mathematical development by the end of the Reception Year. The school's assessment records indicate that they also attain them in knowledge and understanding of the world, creative and physical development. Pupils with special educational needs also achieve well due to the highly inclusive and supportive provision.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Their attitudes and behaviour are **very good**. Pupils' spiritual, moral and social development are **very good**, and their cultural development **satisfactory**.

Main strengths and weaknesses

- Pupils have very good attitudes and behaviour, underpinned by the school's excellent ethos.
- Pupils mature particularly well in their spiritual, moral and social development, and the school provides very well for this.
- Cultural development is satisfactory with good aspects.
- Attendance and punctuality are good because pupils want to be in school.

Commentary

5. Pupils are keen to come to school because they enjoy being there. As a result, they have good attendance records and arrive punctually at the start of the school day and for lessons. There have been no exclusions in recent years. Their attitudes and behaviour are very positive because of the excellent ethos that permeates the whole school community and embraces all those who come into contact with it. They feel secure and confident in school and are helpful and considerate because the school fosters very good levels of developing Christian values that underpins the philosophy of the school. Break times and lunch times are enjoyable because of the high quality of behaviour and relationships, and the importance attached to the arrangements in the dining room, where special pupils are identified for a place at the top table.
6. Pupils are enthusiastic and keen to work because of the very good learning atmosphere that teachers work hard to ensure. However, this is also supported by the carefully structured spiritual, moral and social provision within the school. This very strong contribution to their personal development creates an enthusiasm for, and focus on, learning that is a major factor in the pupils' achievement.

7. Spiritual, moral and social development are very good and create a rich climate for learning. They have a profound impact on the corporate ethos of the school so that, for example, the more pupils that sing together, the greater the sum of the parts. This is very evident in assemblies, where there is an enthusiastic surge when all pupils sing together. The spiritual dimension of the school is profound and wide, influencing the actions of all involved. It draws in supportive help and Christian love to embrace not only the whole school community but visitors as well. The moral and social provision is very good because it is clearly structured and based on positive principles, which are well communicated. The cultural development of pupils is satisfactory with good aspects. They value highly their own backgrounds and beliefs with high levels of respect for the views of others. They listen so carefully to each other that pupils can make their contributions quietly and feel valued in doing so. Pupils are naturally respectful of all others and work is being extended on cultural diversity through music, poetry, French lessons and developing links with a synagogue and a school in Africa. The school has already identified in its development plan that it is to do more to enrich cultural development and this will further enhance cultural awareness.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.0
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White - Irish
Mixed – White and Black African

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
121	0	0
2	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good and some lessons are very good or excellent. Provision for pupils' health, safety and welfare is very good; the guidance and support provided are good and pupils are much involved in school life. Partnerships with parents are very good and links with the community and other schools are good.

Teaching and Learning

Teaching and learning are **good** overall and some lessons are very good, especially in Years 5 and 6. The teaching of most subjects is good; there are strengths in English, mathematics and science. Assessment is satisfactory overall, although it is good in English and mathematics.

Main strengths and weaknesses

- Almost all lessons are challenging and planned very well, with pupils encouraged to explain their reasoning. In a small minority, the pace slows where pupils lose their concentration.

- Pupils enjoy their learning and behave very well because lessons are stimulating and relevant and relationships are very good.
- Assessment is used effectively to adapt work to pupils' needs in English and mathematics but less thoroughly in other subjects.
- Teachers are enthusiastic and work very well as a team.
- Resources are used very well to make learning lively and relevant, but ICT is not used enough.

Commentary

8. Teachers work hard to ensure that their pupils have a clear idea of the nature of the tasks or focus of the lesson. They also share with the pupils what they know well, do and understand if the goal is achieved. All lessons have work pitched at an appropriate level, well-organised tasks and focused intervention from support staff. Teaching in most subjects is good and there are strengths in the core subjects of English, mathematics and science. No unsatisfactory lessons were observed during the inspection.
9. In the core subjects of English and mathematics, the assessment information teachers gather is used effectively to ensure the pitch of the work is challenging and matches pupils' needs. This is a key factor in the good and very good achievements in these subjects. Lessons are planned at three levels of difficulty and pupils grouped appropriately in the class. In this way, pupils with special educational needs and higher ability pupils are fully challenged and make good or very good progress. A particularly strong feature is the way staff deploy support staff and the good teamwork which ensures that every pupil is challenged appropriately.
10. Learning in the Reception and Year 1 class is helped by the establishment of good routines. Children understand what they are expected to do and the teaching fosters well their eagerness to learn.
11. Assessment is satisfactory overall. The procedures in English and mathematics are good, but the overall picture reveals that procedures are not helping teachers to see how pupils are performing against National Curriculum standards in all subjects. Pupils are well known to their teachers and teachers make daily assessments and evaluations of pupils' progress in a variety of ways. However, the tracking of pupils' progress through the year is less well developed.
12. The quality of marking is good. Pupils are encouraged to review their work and their progress towards targets. Homework is set regularly and it extends their learning well. The school is making good progress in the development of ICT resources and skills across the school. However, ICT is still not used enough within subjects and lessons.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	5	12	3	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.

The curriculum

The school provides a **good** curriculum for children in the Foundation Stage and for pupils in the infant and junior classes. The curriculum is enriched by a **good** range of clubs.

Main strengths and weaknesses

- The school provides a good curriculum and plenty of resources for its pupils.

- A good range of after-school activities extends pupils' learning.
- Teachers and learning support staff are well organised and use the good accommodation well.

Commentary

13. The good curriculum is well resourced and provides good activities for pupils throughout the school, which is an improvement since the last inspection, when it was judged to be satisfactory. Children in the Foundation Stage have access to a broad range of learning opportunities in the Reception Year that are well suited to their needs. Older pupils in Years 1 to 6 follow the full National Curriculum. A very good emphasis is placed upon developing pupils' personal, social and health awareness through activities and pupils' successes are celebrated joyfully throughout the school and within the local community and church.
14. Pupils are given good opportunities to extend their learning through joining a wide variety of clubs and activities. These include sports clubs, musical activities and regular events, all of which are well attended. Further opportunities are created by the school's participation in projects such as book weeks and educational visits. Full advantage is taken of the village location as a resource for learning; for example, pupils have learnt about its local history.
15. The good accommodation is clean and well maintained. The school has a good number of qualified teachers and support assistants. They are all deployed carefully in the classrooms and show excellent teamwork. Learning support staff support individuals and groups of pupils well. In addition, individual members of the governing body frequently visit. For example, the chair of governors and the vicar make a strong contribution to pupils' learning and are well-known members of the school.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety **very well**. It provides them with good support, advice and guidance and involves them well in its work and development.

Main strengths and weaknesses

- The high quality of care given to pupils ensures they feel very secure so that they can do their very best.
- Each pupil has a very good and trusting relationship with an adult in school.
- The school monitors how well pupils are doing carefully and ensures they are continually encouraged to do their best.

Commentary

16. This is a caring school where pupils are known very well by staff and their needs recognised. Pupils are very positive about the school because they feel well supported and cared for. Pupils are confident in an adult to turn to for very good support. The school is caring and supportive of pupils and their parents. It has a strong Christian ethos and a friendly, family atmosphere embracing all those in contact with it. The formal policies and practices relating to health and safety and child protection are well considered and properly carried out, although the new health and safety policy has yet to be ratified by the governing body.
17. The support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, is good. Parents are pleased with the attention given to their children and the positive impact on their progress. Circle time and personal, social and health education are well established and a significant part of the curriculum. Good help and guidance is available across all aspects of school life for pupils at play as well as in lessons. For example, the ethos, behaviour and discipline policy is very clear about what it wants to achieve and the strategies used fully support the mission statement. The very successful impact of this

on pupils has created a cohesive community that is calm, gentle, caring, listening and mutually supportive.

18. Pupils' involvement in the school is good. The school council is developing its role in school life into a democratic and focused decision-making body and has made a very good start with clarity about its structure which is clearly communicated to all pupils. There are class councils for pupils to be involved in.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The high quality of links with parents ensures they are fully embraced as members of the school community.
- The quality of information about the school and about pupils' standards and progress is very good and some is exceptionally well presented.
- Parents make a very good contribution to pupils' learning at school and at home.

Commentary

19. Parents are happy with the school's partnership with them. They are confident that if they have a concern they can easily talk to the class teacher, or the headteacher, who is very approachable. They are full of praise about the staff and the quality of teaching. They also value the extra activities that benefit children.
20. Parents receive very regular newsletters, and the governors' annual report is an excellent document which is extremely well presented and full of appropriate information for parents. Parents feel well informed about their children's learning through access to staff, good annual reports and parents' evenings which are well supported, and an open door policy.
21. Parents support learning very well. Most parents believe that homework is appropriate and homework diaries are used well to support this. Several parents help in school and feel welcomed and valued, making a good contribution to the life of the school. The thriving parent teacher association has a positive impact on achievement through its fundraising programme, which produces generous financial support for the school. Many parents are profoundly influenced by the ethos of the school and make their own significant contribution to it, showing great kindness and consideration to visitors. There is a great sense of a corporate community with a very warm welcome.
22. Parents expressed concerns over the high staff turnover but, because the school has handled it well, there has been no significant impact on standards. Links with the community are good with a particular strength in its link with the church, which enriches the strong Christian ethos and also brings a sense of fun. Visitors are invited in to enhance the topics studied, especially in arts and for personal, social and health education (PHSE) and spiritual development, and they enhance learning well.
23. The links with other schools are good. Liaison with local pre-school providers are well-established. The oldest pupils are well prepared for secondary school, including those who go to the local feeder schools. The school benefits from the student placements from Bath University doing their teacher training, who support teaching in the classroom.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The leadership provided by the headteacher is **very good** and the school is managed well. The governance of the school is **excellent**.

Main strengths and weaknesses

- The headteacher has an excellent educational vision and leads the school very well.
- All members of staff share a very strong sense of purpose in moving the school on.
- Leadership in most curriculum areas is good.
- Management by the senior staff is good.
- Effective monitoring of teaching and test results identifies areas for improvement.
- The governors are highly effective.

Commentary

24. The headteacher has an excellent educational vision that is focused upon ensuring that all pupils do as well as they possibly can during their time in school. All procedures and developments are based upon achieving this vision. The deputy headteacher and senior staff provide very able support, although there have been many staff changes since the last inspection. The headteacher provides calm and very effective leadership. She enjoys the active support of staff and governors and the confidence of parents and pupils. The team she has built up work very well together and all are equally committed to bringing about any necessary changes identified.
25. The delegation of responsibilities to subject leaders is enabling very good staff development and a shared commitment to the school. Curriculum leadership is good in the core subjects and this is a key factor in the standards attained in these subjects. The good teaching seen during the inspection stems from the leadership's focus on raising standards. The quality of teaching and learning is monitored well by the headteacher as part of the annual staff performance management process, which is good for teachers, but does not yet fully include teaching assistants. The curriculum leadership, the monitoring of the teaching and the team spirit built up by the headteacher have been key factors in dealing with the many staff changes and ensuring that standards have been improved.

Example of outstanding practice

The school and pupils benefit from the excellent support given by the governing body.

The governance of the school is excellent. Governors have a very impressive range of relevant skills and are extremely well informed about, and involved in, the running of the school. They ensure that all statutory responsibilities are met. Governors have an excellent relationship with the school staff and visit the school on a regular basis, both to give support and to monitor the teaching of the subjects for which they have responsibility. Consequently, they have a very clear understanding of the way the school is operating and are fully involved in strategic planning and formulating policies. The committee structure of the governing body is continually undergoing review to ensure that maximum focus is given to important decisions as they arise. The chair of governors gives splendid leadership, he liaises very closely with the headteacher and other staff, and has a very good focus on the main ongoing issues and areas of development within the school. With very effective support from the school administrator, the school does a most efficient job of organising and running its budget. Governors have a full understanding of best value principles and ensure that the maximum value is gained from all spending decisions

26. The school's self-evaluation is good. Planning for improvement is thorough and involves all members of staff and governors. Priorities are well considered, realistically costed and distinct criteria for success are laid down together, with clear lines of responsibility. Thorough arrangements for monitoring statutory and non-statutory test results and other assessment information are enabling the headteacher, her team and governors to identify and address areas of strength and weakness. This is a key feature in the management's effectiveness.
27. The school's strategic planning is comprehensive, very detailed and outlines the school's aspirations clearly. Detailed financial planning supports the school's educational priorities well. The school's administrative officer manages the finances very competently and works with the finance and staffing committee to ensure that earmarked funds are spent appropriately and to

produce regular financial information for the governing body. The expenditure per pupil is broadly average for a small school, although above the national average for all schools. Since the school is effective, this represents good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	320,026
Total expenditure	334,212
Expenditure per pupil	2,739

Balances (£)	
Balance from previous year	19,035
Balance carried forward to the next	4,849

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good**. Only a few observations were made of children in the Foundation Stage but it is clear that the school provides well for them and the teaching is good overall. Children settle quickly and are secure in their environment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well.

Commentary

28. Children achieve well; they attain the expected standards by the end of the Reception Year and often beyond. They play together happily and share and take turns successfully. They concentrate well during activities with the teachers and spend lengthy periods on the tasks they are given. For example, the children particularly enjoy talking about healthy foods. Teaching is good and all adults treat children with courtesy and respect, which leads to good attitudes and behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good.

Commentary

29. The teaching is good. It promotes speaking skills rapidly and teachers interact very well with them, guiding them carefully. Most achieve well and easily attain the expected standards because all adults involve them in conversations and this helps the children to increase their skills and take an interest in their surroundings. Children chatter politely with each other and with visitors, showing plenty of interest and using full sentences. They enjoy recalling the stories they have been told and form letters clearly when they write.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well.

Commentary

30. The majority of children attain the expected standards by the time they reach the end of the Reception Year, and some exceed them. They achieve well when counting up and back and the adults working with them encourage them to begin to subtract numbers. The teaching is good, which has a positive effect on children's learning, as they extend their knowledge of the numbers up to 20 and beyond.
31. There is not enough evidence to make firm judgements about the other areas of learning as only a few sessions were seen in **knowledge and understanding of the world, physical and creative development**, and the observations of activities related to these areas were sampled. Nevertheless, the school's assessment information shows that children attain the expected standards by the end of the Reception Year in each area and that they have an extensive range of opportunities to develop their painting, drawing and computer skills throughout the day. Many like to conduct simple scientific investigations to find out how seeds grow and they use construction materials happily to find out how things work. They move confidently when using outdoor equipment or playing in the garden area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

FRENCH

French is taught regularly to all pupils from the Reception Year to Year 6. This is a fairly new innovation that the school has introduced to help pupils develop their language skills and gain an understanding of another culture. Although no lessons were seen during the inspection, it is clear that pupils have good opportunities to learn conversational French and they enjoy their lessons.

ENGLISH

Provision in English is **good**, and pupils achieve well. Standards have improved considerably since the last inspection.

Main strengths and weaknesses

- Standards overall are above average in Years 2 and 6.
- Pupils achieve well as a result of the good teaching, leadership and management.
- Provision for pupils with special educational needs is good and these pupils achieve well.
- There are good opportunities for pupils to develop their literacy skills in other subjects.
- Good procedures are in place to track the progress of pupils in reading and writing.

Commentary

32. Standards in literacy have improved significantly throughout the school since the last inspection. Overall standards in speaking and listening are good in both the infants and the juniors. The school considers the development of speaking and listening as fundamental to its provision in English, although it does not always appear as a specific aspect in lesson plans. Numerous literacy activities foster speaking and listening; for example: debating, readings in assembly, 'hot seating' questioning and paired discussions. The plenary sessions are very effective in encouraging pupils to tell others what they have achieved. In other subjects, opportunities are presented which also promote these skills; for example, in PSHE lessons and in school council meetings, when older pupils evaluate and explain actions in design and technology, and when various visitors give presentations. Pupils listen carefully to each other and to their teachers, taking turns to contribute to class discussions and questioning. Pupils with special educational needs contribute successfully because of effective adult support and encouragement. Teachers use good levels of subject-related and general vocabulary in all lessons and encourage pupils to attempt to explain the meaning of any new or little-used

words. This rich provision pays dividends as pupils respond very positively to the importance placed on oral language development. During the inspection, pupils engaged readily in conversation with inspectors. Older pupils were articulate, humorous and confident. They were a delight to talk to and very informative.

33. Most pupils make good progress in their reading; many pupils attain standards that are above the national expectations at the end of Year 2 and Year 6. Confident readers at the end of Year 2 read fluently and inject appropriate expression into their reading. Pupils use a range of reading strategies to help them tackle unfamiliar words and have begun to practise good reading habits, developing a taste for particular authors and genres of literature. Pupils in Years 3 to 6 continue to make good progress in their reading. There are many highly attaining readers who can state preferences and give thoughtful evaluations of books. The school greatly values and places much emphasis on parental support in hearing pupils read, both in school and at home. Fluent readers develop good reading habits and learn to skim and scan information texts and the Internet and CD-ROMs effectively, whilst the less capable are supported well to help them make good progress.
34. The majority of pupils attain good standards in writing with many attaining well above average standards, at the end of Year 2 and Year 6. Pupils write in a wide variety of forms, for example, letter writing, book reviews, instructions, imaginative stories and poetry. The use of punctuation develops appropriately and shows an increasing awareness of purpose and audience. The most capable pupils are adventurous in their use of language and fully engage the reader when, for example, writing biographies of favourite authors and when responding to issues brought up in a 'problem page' exercise.
35. Standards of informative, non-narrative writing in, for example, science and religious education are also high, and the opportunities to develop extended creative writing in other subjects is well developed. This provision enhances the literacy competence of all pupils; the most able write creatively and extensively, whilst the average and below average pupils achieve well in relation to their abilities. Emphasis is placed on the regular practice of handwriting and the quality of presentation of work, which is generally good. ICT is used regularly to reinforce and extend writing skills, and pupils' literacy skills are used effectively to record learning in other subjects.
36. The quality of teaching is good overall. This is a significant improvement on the findings of the last inspection, and attests to the good leadership and management in responding to these findings. Teachers have a good understanding of how to teach reading and writing, and all are very confident and competent in teaching the National Literacy Strategy. The splendid relationships enjoyed between staff and pupils, together with the very positive encouragement given, ensure that pupils are enthusiastic learners who achieve well as a result. A good range of teaching methods are employed in an attempt to meet the needs of pupils and teachers are well supported by a team of knowledgeable, well qualified teaching assistants. However some lessons are too long for less able pupils and, as a result, their concentration wanes and learning is not as effective as it might be. In all lessons, the plenary session is used well to challenge pupils to analyse their own learning and to highlight the purpose of the lessons. This enhances pupils' understanding and shows how they might make further progress and what they need to learn next. There are many good examples of teachers recording what individual pupils have learned or failed to understand. This allows them, in association with pupils, to set appropriately challenging targets for improvement. Homework books are used by all pupils, and it is clear from their 'dog-eared' appearance that they are constantly referred to; they are assessed and reviewed regularly so that pupils understand how well they have done and how they can improve.
37. Subject co-ordination is good; there are clear statements for the standards attained and for future developments. The teaching of English is regularly monitored, and the school takes good note of the analyses of statutory test results to both improve pupils' performance and to inform governors and parents. Good systems for monitoring and evaluating the quality of

planning in English and literacy are in place.

Language and literacy across the curriculum

38. The procedures to ensure that pupils' literacy skills are targeted in areas other than English are good. Teachers use a wide range of opportunities in subjects such as science, history, design and technology, PSHCE and ICT to develop pupils' literary competence. Opportunities are seen in most lessons for pupils to discuss their work. Subject-specific vocabulary is carefully introduced and pupils often use their reading skills to research in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The very good standards of achievement by the end of Year 2.
- The quality and enthusiasm of the staff team towards improving standards overall.
- The leadership and management of the subject are very good.
- Assessment is used well to set targets and to adapt the work to meet pupils' different needs and abilities in lessons.
- The use of problem-solving, simple algebra and the interpretation of graphs and data are underdeveloped.
- There is limited use of ICT in lessons.

Commentary

39. In the 2003 national tests, at the end of Year 2, standards of attainment were well above the national average and the averages for similar schools. These standards have been sustained over the last three years. The evidence of lessons observed during the inspection confirms these findings. The performance of pupils by the end of Year 6 has exceeded the national average over the last three years in the national tests, although there was a dip in 2003. Observation and scrutiny of work during the inspection show that pupils in the current Year 6 are on course to achieve standards above the national average. There is no significant evidence to show differences in the achievement of boys and girls. The provision for pupils with special educational needs is good.
40. Pupils in Years 1 and 2 are achieving well. They make very good progress with their understanding and use of addition, subtraction and simple calculations. They measure accurately with centimetres and are able to solve simple problems. For example, bananas cost 12 pence each, oranges cost half the amount of a banana; how much is needed to buy three oranges? Teachers throughout the school use a variety of approaches and terms when teaching the basic skills, and use resources such as number lines and squares very effectively to explain and illustrate. Pupils are provided with many first-hand experiences to help them to understand new concepts and ideas, and there are regular opportunities to recall and reinforce what has been learned.
41. By Year 6, pupils have made good progress in their understanding of number, shape, space and measures. They use calculators confidently and can solve simple problems with percentages. They are also familiar with bar charts. In one very good lesson observed during the inspection, Years 5 and 6 pupils were learning to recognise equivalent fractions and to relate fractions to their decimal representations. By the end of the lesson, Year 6 pupils were able to understand and record $\frac{1}{2} = 0.5 = 50\%$ and $\frac{1}{4} = 0.25 = 25\%$, and similar work.
42. Pupils are given opportunities to apply their mathematical skills to solve problems, interpret data and use simple algebra in a variety of contexts. Evidence shows that these aspects were

relatively weak in the national tests. The current emphasis upon this aspect of mathematics is being sustained by the school to ensure that all pupils can devise strategies to solve problems unaided. There are some examples of the use of ICT in lessons. For example, a pupil in Year 3 used a portable computer program to develop her number skills using the Speed Grid Number Challenge Program. Some use is also made of Internet access to develop data handling. However, ICT is generally not used enough to help to improve pupils' standards.

43. Lessons are challenging and very inclusive of pupils of all abilities. They work very well together to help and support each other in lessons. Teachers routinely plan lessons at three levels of difficulty so that all pupils are challenged appropriately. In addition, prominence is given to the introduction of technical vocabulary in lessons so pupils quickly assimilate new terms. All pupils are encouraged to speak clearly when answering questions so that their speaking and listening skills improve and they learn to reason and think for themselves. Pupils with special educational needs are supported effectively in class by experienced and trained support assistants to help them make good progress.
44. Teaching and learning are good overall and sometimes very good. The key features are:
 - well planned and structured lessons with common planning across the school;
 - detailed records of pupils' progress, and targets kept and used well to adapt work for pupils of different abilities;
 - generally, the pace is good and questioning is used well in the introduction to lessons, although it falters sometimes when class discussions are too long; and
 - marking is good and homework is used well to extend pupils' learning.
45. The subject has been very well led and managed by an experienced and well-qualified co-ordinator. A particular strength is the way pupils' achievements are thoroughly analysed to identify what can be improved. For example, the current focus upon improving pupils' skills in using and applying mathematics is the result of a careful analysis of pupils' responses to standardised tests. Very good support is also given to teachers through meetings and the monitoring of teaching.
46. Since the time of the last inspection, there has been a significant improvement in standards by the end of Year 2 and Year 6. The subject is now well resourced and pupils use calculators with confidence. Pupils with special educational needs make good progress and all pupils work hard in lessons to improve their knowledge and skills.

Mathematics across the curriculum

47. There are opportunities for pupils to apply their skills in some subjects. For example, to display data in science, and shape and space are explored in art and design. At present, there is no specific strategy to ensure that mathematical skills are used extensively in ICT, history, physical education and other curriculum subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards of achievement are high and pupils and staff are enthusiastic about the subject.
- Pupils complete plenty of work that involves scientific enquiry in all year groups.
- The subject provides good opportunities to apply literacy and numeracy skills.
- The use of ICT to support learning in the subject is underdeveloped.
- The assessment and tracking of pupils' progress is not fully developed.

Commentary

48. In the 2003 tests, pupils in Year 6 achieved standards well above the national average and the average for similar schools. The evidence shows that there has been a steadily rising trend in standards. Scrutiny of work during the inspection, and the observation of one lesson in Years 1 and 2, confirm that pupils across the school are making very good progress in the subject. Pupils achieve well and standards of attainment are good by Years 2 and 6. By the end of Year 2, pupils have a good knowledge of health and growth. They investigate the importance of a healthy diet. For example, they evaluate the importance of a fruit and vegetable salad and answer questions about taste, smell, likes and dislikes and what you would change. They explore changes in foods and investigate the effect of heat on ice, chocolate and butter. They recognise that some materials dissolve in water. In one very good lesson observed during the inspection, Years 1 and 2 pupils were learning that 'push and pull' are examples of forces. Pupils experienced a wide range of activities to create force. For example, one group used a straw and ping-pong ball to create movement. Another group working in the science investigation corner studied the effects of blowing on a plastic boat in the water tray. Pupils worked with enthusiasm. Particularly good features of the lesson were the development of a concept map to record their findings at the end of the lesson. An excellent example of the importance attributed to science as a subject in this classroom is the laboratory-style clothing that pupils wear when investigating topics; shirts are labelled 'Chief Tester', 'Assistant Tester' and 'Assistant Scientist'.
49. A scrutiny of work during the inspection confirms that pupils in Years 5 and 6 have a good knowledge of science. Their work shows that they understand measurement of temperature and they examine a range of materials to investigate expansion and contraction. They understand the use of gases and use the Internet to do their research on physical and chemical change. A particularly good feature is the way scientific observations are linked with literacy moods and feelings. For example, poems about the sea's force described as 'kicking and writhing'.
50. No overall judgement on teaching can be made as only one lesson in Years 1 and 2 was observed during the inspection. Nevertheless, the activity was planned well with a very good balance of direct teaching and pupils' investigations. The class worked enthusiastically in small groups and were able to talk knowledgeably about their findings, which were recorded on a class concept map. A digital camera was used to record the pupils' investigations. Discussion with the whole teaching staff confirmed that an assessment is made at the end of each topic to highlight the strengths and weaknesses and to focus upon the development of key skills. New proposals for assessment of progress have been made and these are now being implemented. Some use is made of ICT to support topic work. For example, the study of human life processes was supported by research on the Internet and there has been some use of spreadsheets. The school acknowledges the need to increase the use of ICT and additional resources have been ordered.
51. The role of the co-ordinator is being developed and there are plans to mirror the work completed by the co-ordinator in English and mathematics, which includes lesson observations and feedback to teachers. A good scheme of work is in place and the enthusiasm and commitment of all staff to work in the subject are having a very good impact upon the quality of learning and standards in the subject.
52. The above average standards achieved at the time of the last inspection have been maintained and the work is now designed to meet the needs of all pupils so that higher attaining pupils are fully challenged and pupils with special educational needs are set work appropriate to their needs. There are no significant differences in the achievements of boys and girls.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Significant improvements have been made to the school's provision.
- The subject is well led and managed.
- Computers are not used enough yet to support pupils' learning across the curriculum.

Commentary

53. The school has improved its provision well since the last inspection, when standards were unsatisfactory at both key stages. As a result of the better facilities, many new computers and teachers' increased confidence in using them, pupils now achieve satisfactory standards by Year 6. Good activities provide pupils with fun-filled opportunities to extend their learning by using computers in lessons. For example, in a Year 1 science lesson with an information and communication technology focus, the pupils chuckled and chattered animatedly about how to use the mouse to move a picture of a horse and cart on the computer screen. They knew how to load the program, reset, drag objects and initiate movements by clicking on an icon.
54. The quality of teaching and learning is satisfactory overall and sometimes good. Teachers include all pupils in activities and maintain good discipline that is fair and kindly. They use question and answer sessions to encourage pupils to think hard and they keep up a good pace to learning. Useful 'I can' statements help staff to check on pupils' assessments and this aspect of the provision has been identified by the school as an area for further development by the new subject leader, who has worked hard to improve standards.
55. Leadership of the subject is good and the resources have been much improved since the last inspection. Planning documents show that teachers cater well for the differing capabilities of pupils, including those with special educational needs, and they organise challenging tasks that draw well on the school's good range of software and applications.

Information and communication technology across the curriculum

56. Computers are not used as well as they could be across the curriculum, although they are beginning to be used more often for topics and artwork. Pupils are encouraged to find out about useful websites and record the information for others on lists for each subject. This is helping to develop the links across subjects and improve pupils' skills.

HUMANITIES

During the inspection, work from the previous year was examined and there was a general discussion with co-ordinators. The scheme of work and co-ordinators' files were scrutinised, which revealed that appropriate schemes of work are in place. Geography and history are taught as part of a two-year rolling programme of topics, which are designed to include aspects of geography and history. No lessons were observed in geography or history.

Geography

57. There was not sufficient evidence to judge standards at the end of Year 2 and Year 6. By the end of Year 2, pupils make a study of their local area and also contrast it with an overseas area, for example, Tocuaro. They use the theme 'Where in the world is Barnaby Bear?' Pupils in Years 3 to 6 investigate a range of environments, such as coastal areas, rivers and mountains. A scrutiny of pupils' work also showed that they have studied maps and identified parts of a river system, including the mouth and flood plain. They also draw maps of the school

and make studies of the locality and employment in the area. Overall, planning is good, as is coverage of geographical aspects within the topic programme. The satisfactory provision found at the time of the last inspection has been maintained.

History

58. No history lessons were observed during the inspection so there is insufficient evidence to judge standards by the end of Year 2 and Year 6. The scheme of work provides a well-planned curriculum based on national guidance and this enables teachers to plan to include historical aspects within the overall topic programme. For example, Years 1 and 2 study home 'long ago' and compare the homes of today with those in Victorian times. They also recognise changes in relation to the school site; for example, no mobile classrooms, new types of doors and windows. Pupils in Years 5 and 6 recorded changes over time in the local area. For example, Old Woodborough had more trees, no railway, no pylons and only two roads. New Woodborough has pylons, marked parish boundaries and a garden centre. The satisfactory provision recorded at the time of the last inspection has been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design, two were seen in design and technology, one in music and two in physical education. Clearly, these lessons did not represent all elements of the subjects so discussions were held with the leaders of all four subjects. Subject files and other documents were considered and samples of pupils' work were examined. Some evidence of their musical abilities was displayed in their lively and enthusiastic singing in assemblies.

59. In **art and design**, the work seen shows that standards are similar to those expected nationally. Pupils talk enthusiastically about art and displayed examples of their work which both celebrates achievement and enhances the learning environment. Older pupils create crayon images in the style of European artists such as Picasso and Frink. Elsewhere, links with other subjects are made when pupils produce charcoal sketches of features of old buildings and decorate informative pamphlets on Judaism. However, there are few examples to be seen of works of art, which represent the great diffusion of cultures within Britain.
60. In **design and technology**, not enough evidence was available to make a judgement on standards. In one of the lessons seen, pupils sampled and recorded preferences of different breads and, in the other lesson, which was very good, older pupils learned well about the use of pulleys to transfer movement. It was obvious that pupils have a good understanding of the plan-do-review nature of the subject. Discussion with pupils shows that they enjoy the practical nature of the subject, particularly those pupils who find written recording challenging.
61. In **music**, pupils were only observed in Years 4 and 5, although the whole school was heard singing tunefully and joyfully. The musical skills and enthusiasm of the teachers significantly enhance pupils' interest and enjoyment of music. All teachers follow a supportive scheme of work that ensures appropriate coverage of the music curriculum. Lessons are enhanced by a choir and recorder groups, whilst a number of pupils take advantage of the individual teaching of peripatetic music teachers. Concerts and performances also contribute to pupils' overall musical experience.
62. In **physical education**, the evidence shows that pupils are given good opportunities for sporting activities. The wide range of clubs is used well to extend pupils' learning and staff explore every opportunity to develop the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION

63. A few lessons were observed in this curricular area and teachers' planning was scrutinised. From the information available, it is clear that the school makes very good provision for pupils

personal, social and health education. All classes have opportunities for quiet discussions during lessons, known as 'circle time', and these help pupils to think about social and moral issues, as well as practise their speaking and listening skills. They are taught very well by staff who value every pupil's contribution, whatever their ability or background, and learning is enjoyable.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	2
The governance of the school	1
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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