

INSPECTION REPORT

WOODSETTS JUNIOR AND INFANT SCHOOL

Worksop

LEA area: Rotherham

Unique reference number: 106926

Headteacher: Mrs H L Green

Lead inspector: Rajinder Harrison

Dates of inspection: 14th - 16th June 2004

Inspection number: 258496

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

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INFORMATION ABOUT THE SCHOOL

| | |
|-----------------------------|---------------------------------------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 212 |
| School address: | Wellfield Crescent Woodsetts Worksop Nottinghamshire |
| Postcode: | S81 8SB |
| Telephone number: | (01909) 550 758 |
| Fax number: | (01909) 550 639 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Simon Tweed |

Date of previous inspection: 8th September 1998

CHARACTERISTICS OF THE SCHOOL

Woodsetts Infant and Junior School provides education for pupils aged between three and 11. With 212 pupils, it is of average size for a primary school. The numbers of boys and girls are broadly similar. The school is situated in the village of Woodsetts, on the outskirts of Worksop in Nottinghamshire. Most pupils come from the village, with a few from the wider surrounding area. One third of pupils come from outside the school's designated catchment area. Most pupils are of white-British origin, one is of other white background, six are mixed white/black Caribbean, and two preferred not to say. There are no pupils with English as an additional language. The socio-economic indicators for the areas are above average and the percentage of pupils eligible for free school meals (4.2 per cent) is well below the national average. The percentage of pupils with special educational needs (14.7 per cent) is broadly average and there are three pupils with statements of special educational needs. The special needs include dyslexia, moderate learning difficulties, speech or communication difficulties, visually impairment, autism, and dyspraxia. Pupil mobility is low with six pupils joining the school last year and twelve leaving at times other than the start and the end of the last school year. Classes are organised in single year groups. At the time of the last inspection the school was on two sites and this caused difficulties, particularly in subject co-ordination and monitoring. However, it has since been concentrated onto a single site. In 2002 the school gained a School Achievement Award.

The attainment on entry, whilst variable, is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------------|----------------|---------------------------------------------------------------------------------------------------------|
| 18059 | Rajinder Harrison | Lead inspector | The Foundation Stage Art and design Design and technology History Music |
| 9333 | Keith Schofield | Lay inspector | |
| 31175 | Arthur Allison | Team inspector | English Mathematics Geography Physical education |
| 19026 | Brian Downes | Team inspector | Special educational needs Science Information and communication technology Religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school and overall standards are above average. Teaching and learning are good and as a result, pupils of all abilities and backgrounds achieve well. Relationships throughout the school and pupils' personal development are very good. Leadership, management and governance are good overall. The school gives good value for money.

The school's main strengths and weaknesses are:

- Leadership by the headteacher is very good.
- Throughout the school pupils achieve well because the teaching is good.
- Standards throughout the school are above average in English, mathematics, science and history and well above average in science at the end of Year 6.
- Provision for pupils with special educational needs is good resulting in their good progress.
- The overall curriculum is good and opportunities to enrich provision are very good.
- The school promotes positive attitudes to learning and pupils' behaviour is very good.
- Assessment practice is developing but more needs to be done in many subjects so that pupils are set targets and shown how to improve their work.

The school has made good improvement since its last inspection. It has addressed the previous key issues well. As a consequence, standards have improved in Years 3 to 6. Pupils have good opportunities to discuss ideas and develop independence in their learning. Good emphasis has been placed on developing pupils' investigation and enquiry skills across all subjects. Teaching and assessment have improved and tasks are generally well matched to pupils' needs. As a result of effective training for staff, the provision for information and communication technology (ICT) is improving.

STANDARDS ACHIEVED

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

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

As a result of overall good teaching, pupils achieve well. Standards have improved since the last inspection where all subjects were in line with national averages at the end of Year 6. From the results of national tests and assessments in 2003, standards in English were broadly average but the school correctly identified the weaknesses and has successfully addressed these. Standards in mathematics were above average and in science well above average.

Most children enter the Foundation Unit with generally average attainment. They all achieve well in the Foundation Stage and the majority exceed the goals they are expected to reach by

the end of the Reception Year in all but language and literacy, which is broadly average. Pupils with special educational needs achieve well throughout the school. This is because staff plan well in order to meet their assessed needs and they receive good support. Throughout Years 1 to 6 pupils achieve well. At the end of Year 2, standards are well above average in reading, and above average in writing, mathematics and science. At the end of Year 6, standards in English and mathematics are above average, and they are well above average in science. The school continues to do very well in science because a very high emphasis is placed on developing pupils' investigation and enquiry skills. Standards in history are above those expected at the end of Years 2 and 6 because provision is good. The work sampled in other subjects is of at least average standard.

Pupils' personal development is very good and is supported effectively by the very good overall provision for their spiritual, moral, social and cultural development. Pupils enjoy school, form very secure relationships and have positive attitudes to learning. Their behaviour is very good. They are very caring towards each other and enjoy taking on responsibilities. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall. Pupils learn effectively and make good progress because teachers provide interesting work and pay good attention to ensuring pupils with special educational needs are fully included in all activities. Assessment procedures are satisfactory and information about pupils' progress is used satisfactorily to match work to their needs in most lessons. However, opportunities are missed for teachers to use the information gathered to identify and share the targets with individual pupils and thus give them greater responsibility for their learning. There is also an inconsistency in the marking, to help pupils' recognise why their work is good and what they need to do improve it further. Additional staff are used well to support pupils' learning, especially helping those with special educational needs. Higher-attaining pupils are generally well challenged. The curriculum is good and opportunities to enrich the provision through visits and visitors to the school are very good. A very well-planned programme for personal, social and health education enhances the work planned in other subjects well.

The school takes very good care of its pupils and promotes a very positive ethos amongst the entire school community. Partnerships with parents, links with the community and with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership, management and the work of the governing body are good. Leadership by the headteacher is very good. She encourages and supports staff very well and leads a successful staff team. The contribution of key staff is good. Governors monitor the school's performance well in order to set priorities for improvement. They work with the headteacher and her staff to ensure all statutory requirements are met and the school continues to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. The information they receive about their children's work is very good, and overall provision to consult with them regarding school matters is good. **Pupils** like their school and are particularly positive about the relationships they form. They feel safe and very well looked after.

IMPROVEMENTS NEEDED

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

- Ensure the detailed assessment procedures followed in literacy and numeracy extend to all other subjects.
- Use the assessment information to identify individual targets and share these with pupils.
- Improve marking.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is **good** and standards in English, mathematics, science and history are now above average.

Main strengths and weaknesses

- Standards in science are above average at the end of Year 2 and well above average at the end of Year 6.
- Improvements in teaching, assessment and monitoring have had an impact on raising standards in English, mathematics and science, in Key Stage 2 since the last inspection.
- As a result of good provision, pupils with special educational needs achieve well.
- The overall trend for improvement in 2003 was above the national level in Key Stage 1 and below in Key Stage 2.

Commentary

Foundation Stage

1. Children generally enter the Foundation Stage with average attainment in all areas of learning. The areas of learning that, for a small minority of children, are occasionally below average are their language and literacy skills and their social development. Because the school recognises these are areas of growing concern, good attention is paid to developing these aspects of the curriculum to ensure all pupils achieve well. In addition there is clear evidence that the attainment of boys on entry to the school is below that of the girls but through careful guidance and monitoring, the gap narrows by the end of the Foundation Stage. Teaching is good and those who require additional support are provided for well. Staff monitor children's achievements and try to ensure subsequent work matches their needs accurately, although opportunities are sometimes missed to record children's attainment on entry in sufficient detail in order to monitor how well they achieve in all areas of learning. Most children exceed the early learning goals by the end of the end of Foundation Stage in areas of learning other than language and literacy and their social development, where overall attainment is broadly average. Overall achievement is good.

Key Stage 1

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.1 (16.8) | 15.7 (15.8) |
| writing | 15.8 (15.3) | 14.6 (14.4) |
| mathematics | 16.6 (16.0) | 16.3 (16.5) |

There were 28 pupils in the year group. Figures in brackets are for the previous year.

2. In the Year 2 national tests and assessments in 2003, standards against schools nationally were well above average in reading, above average in writing and science and average in mathematics. Standards were broadly average against schools with a similar free school meal number although teacher assessments in science were very high, being in the top 5 per cent nationally. The school's results indicate that it is at the higher levels of attainment (numbers of pupils achieving the above average levels in the tests and assessments) that the school does particularly well, especially in reading. The trend for improvement overall over the last three years, is above the national average. There is no significant difference in the attainment of boys and girls because the school ensures any differences in achievement are addressed well through careful planning. However, from these results, the school recognised that mathematics was a relative weakness and placed greater emphasis on monitoring pupils' progress in all subjects but especially this.
3. In English, the standards attained at the end of the current Year 2 are similar to the findings of the previous inspection and in the national tests of 2003. Standards are well above average in reading, which is a strength of the school. This is because the school engenders a real enthusiasm for reading throughout the school and a high proportion of pupils attain the higher levels in their reading skills. Both speaking and listening and writing skills are above average and the good teaching ensures pupils of all abilities achieve well. Although additional support staff are not always available in lessons to provide additional help to those with special educational needs, teachers prepare work that is well matched to the needs of these pupils so that their overall achievement is also good. Literacy skills are used effectively across other subjects, which has the impact of raising standards further.
4. In the current Year 2, standards in mathematics, are above average and pupils' overall achievement is good. Teachers plan a good range of activities and ensure skills are developed step by step. Pupils with special educational needs are given good individual support to ensure they make good progress. Pupils of higher ability are challenged well and encouraged to work independently to extend confidence in their numeracy skills further.
5. Standards in science are above average in the present Year 2 and overall achievement is good. The school places good emphasis on ensuring pupils gain the knowledge and information they need to make effective gains in their learning. There is a very good emphasis on developing pupils' investigative and enquiry skills, and 'teaching by doing' ensures pupils of all abilities gain a firm understanding of the principles of scientific enquiry. This was a weakness in the last inspection and has been addressed effectively. Because teaching is good and activities are fun, pupils learn well. There is good support for pupils with special educational needs and this enables them to participate fully and achieve well.
6. Standards in history are above average at the end of Year 2 as was the case at the time of the last inspection. Teaching is a strength and as a result pupils learn with enthusiasm, enjoy the topics they study and achieve well. In ICT standards are in line with average expectations. Now that the facilities and hardware have been improved and staff are beginning to use ICT in lessons in other subjects and recognises the need to develop this in order to raise standards further. From the work sampled, standards in all other subjects are at least in line with expectations, at the end of Year 2. Pupils with special educational needs achieve well because teachers are very mindful of their specific needs and they support these pupils well.

Key Stage 2

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.7 (26.6) | 26.8 (27.0) |
| mathematics | 27.8 (25.8) | 26.8 (26.7) |
| science | 30.8 (28.3) | 28.6 (28.3) |

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

7. The results from tests and assessments in 2003 show that pupils were well above the national and similar schools' average in science, above average in mathematics and average in English and overall standards were above average. This is an improvement on the previous inspection when all of these subjects were judged to be in line with the national average. The school was aware of the difference in attainment of boys and girls at Key Stage 2, especially in English at the end of Year 6, in 2003, and took effective action to address this throughout the school. As a consequence, any differences are being successfully eroded. So while the overall trend for improvement in 2003 was below the national trend, there is strong evidence the school has improved on its performance last year.
8. In English, standards attained by pupils in the current Year 6 are better than those identified in the previous report and overall achievement is good. Pupils' work indicates that a higher percentage of pupils in Year 6 is working at the higher Level 5, than was found in the national tests and assessments of 2003. This is because the strategies put in place by the school to raise standards, after a thorough analysis of test results, are proving successful and teaching is particularly good in Year 6. Reading is a strength across the school, but has been a particular focus this year at Key Stage 2, in order to engage boys more enthusiastically. This is beginning to have the desired impact because standards in reading are now well above average. Good attention is paid to developing pupils' comprehension skills. Support from additional staff, although sometimes limited, is invaluable in working with smaller groups of pupils, especially those who need special educational needs support during reading and writing tasks. Standards in writing and speaking and listening are above average and the quality of work produced by some of the higher-attaining pupils is of a very good standard.
9. Standards in mathematics are above average at the end of Year 6 because mathematics is taught well. There is a good development of investigation and practical mathematics skills resulting in the above average attainment at the end of Year 6. The successful implementation of the National Numeracy Strategy has had significant impact in raising standards. The emphasis on problem solving has enabled pupils of all abilities to achieve well in mathematics. Pupils of all abilities achieve well, and because teachers are very aware of the needs of pupils with special educational needs, they ensure work is well matched to their ability. Higher-attaining pupils are provided with very challenging tasks, for example, multi-operational problem solving, and they respond well to these high expectations, and a significant minority achieve well above average standards.
10. In science, standards are well above average at the end of Year 6 and this is a much-improved picture since the last inspection. There is a very good emphasis on developing pupils' investigative and scientific enquiry skills and pupils are expected to formulate their hypotheses and record their findings independently. They are also expected to explain their findings to solve problems and this helps them gain confidence in their knowledge

and understanding. This good emphasis on working independently results in achievement being very good overall, with pupils making very significant gains particularly in Year 6. Activities such as the science club effectively support the raising of standards.

11. Standards in history are above average because the subject is taught particularly well. Overall achievement is good and this is an improved picture since the last inspection. Standards in ICT are in line with average expectations. With the improvement in provision, teachers are beginning to make better use of ICT in other lessons, but this is not yet fully developed in all classes. Achievement is satisfactory, although examples of good work were seen. From the work sampled, standards in all other subjects are at least in line with expectations at the end of Year 6. Pupils with special educational needs achieve well in all subjects because teachers are very mindful of their specific needs and support these pupils well throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to work and behaviour is **very good**. Attendance and punctuality are **good**. Spiritual, moral, social and cultural development is **very good** overall.

Main strengths and weaknesses

- Pupils have a very good start to school life in the Foundation Unit.
- The school has high expectations of how pupils will behave.
- Pupils' good attitudes and very good behaviour in the classroom help them to achieve well.
- Provision for pupils' moral and social development is very good.
- Working relationships between pupils and with their teachers are very good.
- Pupils have very good opportunities to be independent and to take responsibility.
- Attendance and punctuality are good.

Commentary

12. Pupils show good attitudes to learning in most lessons. The majority listen carefully, are keen to answer questions, join in discussions and do their work enthusiastically. This is especially so where teaching is good or better because teachers maintain a high level of interest and set challenging tasks which ensure that pupils at all levels of attainment have the opportunity to achieve well.
13. Behaviour is very good in lessons, in the dining room and around the school. There are good support systems in place to ensure that pupils with special educational needs make good progress where their targets involve improvements in behaviour. Pupils are fully aware of the high standards expected of them and all members of staff consistently apply these. The very caring ethos the school prides itself on results in pupils knowing right from wrong and showing respect and consideration for others. Some parents indicated worries about bullying but the inspection team found no evidence to raise any concerns. The school's records show few incidents of bullying and where this occurs it is dealt with promptly and effectively.
14. From an early age children are encouraged to become independent and willingly take on responsibilities. These range from being responsible for tidying up in the nursery to

taking part in the class and school councils in which pupils from all classes play an active part. Because of this strong emphasis on independence, children easily exceed the goals they are expected to reach by the end of Reception Year. Pupils take their responsibilities for living in a community seriously and show developing maturity as they move through the school.

- The very good ethos of the school helps to promote pupils' good spiritual development. Subjects such as religious education, history, geography, personal, social and health education and English all make a good contribution to pupils' awareness of the wider world, and help them to learn to value differences. Through these subjects and a range of other activities, such as visits to places of interest, pupils' cultural development is good. Moral and social development is particularly strong because pupils have very good opportunities to work together, share, take turns and join in discussions.

ATTENDANCE

Attendance in the latest complete reporting year 2003 (94.1%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.4 | School data | 0.5 |
| National data | 5.4 | National data | 0.4 |

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

- Attendance has improved this year and is now good. Parents are reminded about the importance of good attendance and taking holidays in term time is actively discouraged because pupils' absence has an adverse effect on teaching and learning. Most of the parents work closely with the school by following the advice given. Punctuality is good.

Exclusions

- There have been no exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This school provides a **good** quality of education for its pupils. The overall curriculum is **good** and activities to enrich the curriculum are **very good**. Care, guidance and support, partnerships with the parents and community and links with other schools and colleges are all **good**.

Teaching and learning

Teaching is **good** overall. As a result, pupils of all abilities learn effectively and achieve well. Assessment procedures and the overall use of the information gathered are **satisfactory**.

Main strengths and weaknesses

- Good teaching occurs throughout the school and no unsatisfactory lessons were observed.
- Relationships between staff and pupils are very good and pupils have positive attitudes to learning.
- Teachers, support staff and volunteer helpers enrich learning effectively.

- Pupils with special educational needs are helped to participate fully in all the school provides.
- Procedures for assessment are good in English but not yet fully exploited in other subjects to identify individual targets in order to raise standards further.
- Marking does not always help pupils recognise what they have done well and why, nor how they might improve their work.

Commentary

18. Teaching is good throughout the school and is particularly strong in the Foundation Stage and in Year 6. As a result children make a good start to their learning and leave the school with standards that are above average. The school promotes a keen interest in learning and pupils respond positively to the interesting range of activities and experiences provided for them. In most lessons, planning is good with clear objectives and this ensures pupils build on previous learning effectively. Teachers make effective use of the good training opportunities they have to update their knowledge and skills and this has resulted in improved standards especially in Years 3 to 6. The headteacher and a few other staff have taken the opportunity to observe teaching and identify strategies that engage pupils in learning more actively, for example in developing their investigation and enquiry skills, highlighted as an area for improvement in the last inspection. Teachers know their pupils well and the school's good assessment procedures in English, which have brought about significant improvements in standards, are on course to be implemented in other subjects more rigorously in order to ensure pupils achieve well in each subject.

Summary of teaching observed during the inspection in 38 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 2 (5%) | 5 (13%) | 16 (42%) | 15 (39%) | 0 (0%) | 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.

19. In the Foundation Stage, children work in a lively, well-structured environment made all the more attractive by range of very good resources and displays of children's work. The accommodation is excellent and very good use is made of all the space to encourage children to explore and learn through both directed tasks and independently. Staff are very aware that a few children are not so confident in their social interactions or aspects of their literacy skills and extra attention is paid to these areas of learning. The youngest children, who are generally part-time in their first year, are very effectively integrated as they work alongside their older friends. As a result, not only do they learn effectively from the staff, but also have very good opportunities to watch each other. They settle into the routines confidently, responding very positively to the high expectations placed upon them to work hard and behave well. Children with special educational needs are especially well supported at this age and well-qualified support assistants, who liaise with teaching staff, plan activities in which every child can participate. Occasionally, with such a spread of ages and abilities, it is not always possible for staff to observe and interact with all children fully. However, the school encourages volunteer helpers who are highly valued and who assist in day-to-day activities enthusiastically.
20. Throughout the school, learning is good because teachers place high expectations on pupils to behave well and try hard. In the best lessons, explanations and instructions are very clear, work is challenging and fun, and lessons run at a very good pace. This ensures

pupils are kept fully involved and teachers generate a real enthusiasm for learning. They present a wide range of 'hands-on' approaches, giving pupils good opportunities to learn more effectively through their experiences. In most lessons, teachers question pupils' knowledge and understanding skilfully, probing and prompting as necessary to draw explanations from them regarding their views or observations. This enables them to be confident in speaking in front of others when expressing their ideas. Thinking skills and independence in learning are fostered at an early age, so that by the end of Year 6, pupils have few reservations about participating in discussions.

21. Resources are selected carefully to ensure they match the tasks, and support materials are generally carefully designed to match the needs of pupils of all abilities. The use of ICT to support teaching and learning has improved satisfactorily since the last inspection, but teachers recognise the need to incorporate more such activities in their planning, especially as the resources and hardware improve. Visits and visitors enrich pupils' experiences further and pupils talk enthusiastically of such events. For example, pupils in the junior classes talk excitedly about the science club they attend, and they learn effectively from such experiences.
22. Pupils of all ages manage themselves confidently and are prompt to settle to independent activities. They particularly enjoy class discussions, an area highlighted for improvement in the last inspection. Relationships are very good, and pupils are encouraged to turn to each other for help if no adults are immediately available. Higher-attaining pupils are challenged to organise and prepare their presentations independently, and the few that are reluctant to take part are sensitively drawn in through individual attention. The teaching of pupils with special educational needs is good. Teaching assistants give very effective and caring support to pupils with special educational needs and to other lower-attaining pupils. Pupils' individual education plans are detailed and specific, with clear, achievable targets that are agreed with parents or carers. Their progress is assessed carefully and the information is used to set further relevant targets.
23. Occasionally, teaching lacks pace or teachers' presentations are too long and, although most pupils continue to listen attentively, for a few there is too much to take in and they become distracted, as was the case in a small number of the lessons observed. In these satisfactory lessons, planning is not accurate enough to engage all pupils fully, and a few are unsure as to what was required of them in their independent work. This results in these pupils being slow in getting started, especially when additional staff are not available to support the learning.
24. The assessment information available to all staff is detailed and guides teachers' planning effectively to ensure new work builds on what pupils have already done. In most lessons teachers use this information well to match work to pupils' needs. This practice is particularly good where the information is very thorough, for example, in literacy where individual targets are clearly defined. Such precise targets are emerging in other subjects but pupils are not always informed of them and so do not always know how well they have achieved and what they need to do next to progress further. The same applies to teachers' marking of pupils' work. In the best marking, seen in Year 6, comments are very constructive and guide pupils into making the required improvements to achieve further success. But in two or three of the other classes, marking is minimal and does not help the pupils recognise what is good or unsatisfactory about their work. Pupils work

hard to present work that is neat and tidy and where teachers' comments have been constructive, pupils have responded positively.

THE CURRICULUM

The overall quality of the curriculum is **good**. There is **very good** provision for out-of-class activities that enrich pupils' learning. Accommodation is very **good** and resources are **good**.

Main strengths and weaknesses

- The curriculum for children in the Foundation Unit is very good.
- Accommodation is very good.
- Support for learning outside the school day is very good.
- Preparation for pupils to move into Year 1 and on to secondary schools is very good.

Commentary

25. The school ensures that all pupils have a good range and quality of learning experiences. Visitors frequently contribute to lessons adding a valuable dimension to the day-to-day work pupils carry out in various subjects. Statutory requirements for the curriculum and for collective worship are met. The curriculum in the Foundation Unit is very good as children have many good opportunities to learn through well-structured play and the youngest children work alongside older ones, which helps them learn well from each other. There is a very well-planned programme for personal, social and health education lessons and this supports pupils' personal development very effectively.
26. The school provides a very good range of extra-curricular activities including sport and music. Extensive use is made of the school grounds to support work in many subjects and areas of learning. There are also a number of clubs such as science club, a dance club and a library club that enrich various subjects well. These are mainly, but not entirely, for older pupils. Take-up for these activities is very good. A good range of visitors to the school enhance the curriculum and extend pupils' learning. In addition a wide range of visits help pupils appreciate the wider world. For example, pupils in Year 6 have explored features of rivers by going to look at one more closely, and all the junior classes have visited Eden Camp, to look more closely at what life was like during World War II.
27. Resources are of good quality and are well deployed to enable best use to be made of them. The match of teachers to meet the requirements of the curriculum is good. Although there are adequate numbers of support staff to support teaching and learning, the school is increasing provision next term, in order to raise standards even further. Accommodation is very good. Teaching areas are bright, spacious and very well maintained and help to enhance learning. Some classrooms that are directly in the sun all day do not have adequate blinds and become very hot in warm weather. Outdoor facilities are very good, and pupils are regularly given opportunities to consider improvements. The Foundation Unit provides very good accommodation for younger children. There is plenty of space that allows staff to organise a wide range of activities to tempt children to explore ideas on their own, to consolidate new learning. They also have access to a very attractive outdoor area that they use all the year round to develop their skills in all areas of learning.

CARE, GUIDANCE AND SUPPORT

All aspects of pupils' care, welfare, health and safety are **very good** and arrangements for support and guidance are **satisfactory**. The arrangements for seeking and acting upon pupils' views are **good**.

Main strengths and weaknesses

- The school has very good procedures to ensure that pupils work in a healthy and safe environment.
- Induction arrangements for all pupils are very good.
- Pastoral care with the whole school community is good.

Commentary

28. The care and welfare of pupils has a very high priority and is well co-ordinated particularly for children in the Foundation Unit. Pupils feel safe, secure and well looked after and all staff are fully trained to handle sensitive issues, if they arise. The strong caring ethos extends to lessons and, as part of the personal, social and health education curriculum, pupils learn about such things as citizenship and their role within the wider community. The police service has been particularly effective with their 'crucial crew' care programmes. Pupils are encouraged to develop a caring attitude. For example, at a special assembly, pupils show their appreciation of lunchtime supervisors with their 'dinner lady award'. Through the class councils and the school council pupils have introduced 'buddy benches' in the outdoor classroom, where friendly contact can be made with pupils who feel lonely. Pupils have been involved in making their own decisions regarding what they would like, for example, as playground facilities, and the school seeks their views on any developments that are to take place, for example, the refurbishment of the school toilets.
29. Arrangements for supporting children and their parents, when children first start in the Foundation Unit are very good. These include home visits, when necessary, so that children are introduced to school life sensitively. Parents and their children visit the school before they start formally where they are welcome to share the experience of eating together at lunchtimes with other members of the school community. Because of this, children settle quickly and adjust to the school routines well. This early partnership is extended and strengthened as pupils move through the school. When pupils move from the Foundation Stage to the infant stage, a further induction arrangement is put in place. Similarly, when moving from the infant to the junior stage and from Year 5 to Year 6, suitable support is provided to ensure smooth transition. Arrangements for pupils' transfer into their secondary schools are very good. Pupils with special educational needs are well supported by all members of staff. Support for pupils identified as gifted and talented is now being developed.
30. Arrangements for supporting individual pupils by ensuring they have a clear idea of what they need to do next to improve their work are well established in literacy, where pupils are constantly reminded of their targets. While pupils' reports to parents identify improvement areas in other subjects, teachers do not always make reference to these in

their teaching, to ensure pupils know and understand what they need to do to raise their achievement.

Partnership with parents, other schools and the community

Links with parents, other schools and colleges and the wider community are all **good**.

Main strengths and weaknesses

- The school provides parents with very good information about the school and about their children's progress.
- Procedures to deal with any concerns and complaints are good.
- Links with schools and colleges are good.

Commentary

31. Parents are kept well informed about the work of the school through the attractive newsletters that are circulated to them. Annual reports on the progress of their children include well-written accounts about what they have accomplished during the year and record what they need to do next. Parents are encouraged to add their own comments about the report and almost all participate in consultation evenings with teachers.
32. On a day-to-day basis, teachers and other staff make themselves readily available to parents and carers who need to resolve any concerns. Almost every parent who returned the pre-inspection questionnaire confirmed that they were happy about the way the school dealt with concerns and complaints. There are good formal and informal links with parents of pupils who have special educational needs. Where necessary, local authority services provide good support for these pupils and those identified as gifted and talented.
33. Parents have high expectations and, among the many positive responses, a small minority sent very articulate letters to the registered inspector stating their critical views. The school has conducted a number of surveys in order to satisfy everyone's needs. A measure of the school's success is the large number of parents who come into school to help during the school day in a wide range of roles both within classrooms and in general activities and after-school clubs. Furthermore, the parent-teacher association, called 'Fun and Friends' has been especially supportive. In the last year, for example, it raised a considerable amount of money for the computer suite and outdoor games. The association also funded the publication of a book, 'An Anthology of Children's Poems'.
34. The school has developed some effective partnerships with teacher training colleges and colleges of further education. Through these links a few parents have completed their National Vocational Qualifications (NVQ) for childcare, and subsequently have become employed as teaching assistants in the school. Pupils from local secondary schools have also been allocated work placements in school. In addition to assisting students, the school benefits by having more support in classes. The school's links with the secondary school and other schools in the area are useful in developing curriculum areas, for example, the current physical education initiative that is helping to raise standards in the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher is very good. Key staff lead their areas of responsibility **well**. The school is governed **well** and all statutory requirements are met.

Main strengths and weaknesses

- The vision, very high aspirations and dedication of the headteacher, with the strong support of the deputy headteacher and other members of the senior management team, are instrumental in driving up standards.
- The school's very strong commitment to care and provision for all enables all pupils to achieve well.
- The headteacher and other staff set good examples and motivate pupils well.
- Thorough analysis of national and other tests, combined with a realistic self-evaluation and review of most aspects of school life and performance, has ensured the raising of standards.
- Provision for leaders of foundation subjects to check the quality of teaching and learning is yet to be implemented and this limits their capacity to provide advice that will raise attainment further.
- Very good strategic planning is reflected in very good financial management that helps the school to achieve educational priorities with the full support of the governing body.

Particular aids or barriers to raising achievement

- Having the whole school on one site is a key factor in promoting a whole-school approach to teaching and learning and so driving up standards.
- The number of recent staff changes, beyond the control of the school, has hindered the school's plans to raise achievement because of the need to repeat in-service training and re-allocate subject leader responsibilities.

Commentary

35. The headteacher provides very good leadership and works well with others in managing the school effectively. She is adamant that pupils deserve nothing short of the best, and works very effectively with governors, staff, pupils and parents to achieve this. The school buildings and outside areas have been transformed since the last inspection. The environment in which pupils learn is very attractive, clean, and stimulating. This is having a positive effect on improving pupils' attitudes and their standards of work. The headteacher demonstrates an energetic drive and determination to ensure that every single pupil has the opportunity to achieve as well as possible. With the strong support of the deputy headteacher, she sets high professional standards and is creating a team with similarly high aspirations. The emphasis on building a strong team after a high number of staff changes in the past two or three years, coupled with the on-going refinement of teaching strategies has led to higher standards and good achievement by all pupils. The overall quality of management is good. There are good procedures in place to ensure that the school runs smoothly.
36. All staff set good examples for pupils for hard work and care and support for each other. There is a very purposeful atmosphere in the school that ensures pupils of all abilities and backgrounds are provided for well. This is reflected in the teachers' good planning which incorporates interesting, challenging tasks matched closely to the prior learning of pupils, including those with special educational needs and those who are higher-attainers. This was wonderfully demonstrated in an outstanding mathematics lesson in Year 6. The good relationships the school fosters throughout its community make a significant

contribution to pupils' personal and social development and to their good achievement. The headteacher fulfils the role of co-ordinator for special educational needs at present and carries out this work diligently. The role of subject leaders has developed since the previous inspection. Because of the number of staff changes in the recent past, most have not yet had the training, or the opportunity, to check the quality of teaching and learning in the foundation subjects and take action as a result of this.

37. The main points for action from the previous inspection have been tackled successfully. The school has remedied the weaknesses, notably in science where there is now a strong focus on investigations, with a consequent improvement in the standards attained by all pupils. In Years 3 to Year 6 tasks in English and mathematics, in particular, are matched well to pupils' prior attainment and standards are rising steadily, especially for the higher-attaining pupils.
38. The school's self-evaluation is thorough and realistic. It is closely linked to the standards attained by pupils. The school analyses the results of standardised tests and uses the information gained very effectively to improve provision in order to raise standards. Also the headteacher checks carefully on the learning of all pupils to see whether they are making the progress predicted on the basis of assessments, particularly in English and mathematics. The information generated through regular review of all aspects of the school's work enables the school to identify areas for its improvement plan very effectively and to focus intervention programmes for pupils where necessary. The strategies to improve standards in writing exemplify this. The school's self-evaluation is also closely linked to a detailed review of the performance of teachers and target setting that leads to raising pupils' performance by focusing on improving teaching and learning through the necessary professional development. Professional development for staff, for example, in the features of different genres of writing, has been effective in raising attainment in this subject as well as identifying writing opportunities in other subjects. The school manages the recruitment, retention and deployment of staff well.
39. The governing body fulfils its role well by the way it both challenges and supports the school because it has a good understanding of the strengths and areas for development. The governors ensure that the school complies fully with statutory requirements. Regular reports by the headteacher and by subject leaders ensure the governing body is kept well informed. This enables the governing body to make an effective contribution to prioritising budget decisions to help the school drive up standards. When taking decisions, close attention is paid to ensure the school achieves best value in all its spending. Spending decisions, such as when discussing the tenders for the new playground development, are carefully thought through. The bursar, also a member of the governing body, provides very good support through meticulous accounting. The school budget is lower than the national average for schools of this type. When consideration is given to overall spending and the gains pupils make in their learning by the time they leave at the end of Year 6, the school provides good value for money.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 479,745 |
| Total expenditure | 504,316 |
| Expenditure per pupil | 2,303 |

| Balances (£) | |
|------------------------------------------|--------|
| Balance from previous year | 54,145 |
| Balance carried forward to the next year | 29,574 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the Foundation Stage is **good**. This is an improvement on the previous inspection, where provision was generally satisfactory. The improvements have been notably in the very good quality of accommodation, the organisation of the Foundation Stage into a unit that incorporates Nursery- and Reception-age children very effectively, the very rich curriculum and the good quality of planning and teaching that ensures children of all abilities achieve well.
41. Children enter the Foundation Unit in the term after their third birthday, and attend either in the mornings or the afternoons depending on their birthday, so that the youngest ones wherever possible attend in the afternoons. A very small number of children starts with below or above average skills and knowledge, but most are average in relation to what is expected for their age. An increasing minority of children has limited skills in speaking and listening, and a slightly higher number have poorly developed social and interpersonal skills. When children first start in the Foundation Unit a growing number communicate using only single words or phrases incommunicating. These areas of learning indicate a decline since the last inspection and the school works hard to address this growing concern. Children begin their full-time education in the term after they are four. They make good progress in both years because the quality of teaching is good, and sometimes very good. In addition because the youngest children work alongside older ones in the Foundation Unit, they learn well from each other and this also helps to raise their overall achievement. The teachers, nursery nurses, and other adults work very well as a team, making the children feel very secure and valued and they all get to know each child well. Adults set very good examples and provide carefully selected activities to meet their individual needs. Assessment procedures are good especially for some aspects of learning and children's progress is monitored carefully, in order to identify any children who need additional help to achieve well. There is a significant difference in the attainment of boys and girls, but because monitoring is good, the imbalance is carefully addressed so that by the end of the Reception Year, the boys are closer to the levels that the girls operate at. The school recognises the need to refine its assessments of children when they first start school in order to modify priorities for teaching in the different areas of learning based on the concerns the school has regarding the decline in children's attainment in personal, social and communication skills.
42. Leadership and management are good and overall provision is managed well. The co-ordination is a team effort and staff have a very good knowledge of how young children learn. Links between the Foundation Unit and Year 1 are good and procedures to integrate children into the next stage of their learning are very good. For example, the older reception-age children occasionally join their friends in Year 1 in order to experience being with older pupils. Accommodation, equipment and resources are of a very good quality and are used very effectively to provide children with a very good range of activities and experiences to learn from. Staffing numbers are satisfactory and the school relies heavily on regular volunteer help from parents and others to support teaching and learning so that interactions between children and adults can be maximised. Staff encourage parents and carers to take an active role in educating their children, and they work hard to provide them with the help they need to do this, for example, through workshops, induction sessions and other activities.

43. Children make good progress in the Foundation Unit, and when they start Year 1, the vast majority exceed the early learning goals in all areas of learning other than their language and social development. A small number confidently work at levels expected of pupils in Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Standards for a significant minority are below average on entry but all children achieve well.
- The range of activities and experiences for children to learn from are very good.
- Teaching is good.

COMMENTARY

44. Teaching and learning are good and children make good progress. Attainment is in line with what is normally expected of children at the end of the Reception Year. There is an increasing minority that show low levels of development in their skills, and teachers work hard to guide and encourage children sensitively to help them learn to share, be aware of the needs of others and treat each other respectfully. The good balance of teacher- and child-directed activities helps children to grow in confidence and independence. All adults who work with the children form very good relationships with them. Very positive attitudes are formed and children are given good opportunities to take on responsibilities. For example, children are expected to plan their activities to ensure they do all that is required of them and after completing tasks or finishing playing with resources they are expected to clear up around them. For some, especially the boys, this is clearly a novel experience but one they soon learn to accommodate, especially if they want to move onto new activities. Children learn with a smile, and most are keen to explore what is provided. Expectations are high and this fosters a good attitude to learning from an early age. Children are introduced to range of visitors and regularly go on walks outside the classroom to help them cope with a range of interesting situations and meet new people.

COMMUNICATION, LANGUAGE, AND LITERACY

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

Main strengths and weaknesses

- A significant minority of children come to school with limited levels of effective communication skills and are reluctant to initiate conversations without support.
- Opportunities to develop language and literacy skills are good.
- There are not always enough adults to provide the support to help lower-attaining children achieve even more.

Commentary

45. The majority of children are of broadly average attainment by the end of Foundation Stage and the few that are initially reluctant to initiate conversations, unless directly prompted to do so, are given good encouragement and guidance. Teachers and support staff use a wide variety of techniques to improve the communication skills of all children and planning is very good. They experience exciting role-play activities, love dressing up and are encouraged to work in pairs or very small groups to extend their language, and this helps them to grow in confidence, and extend their vocabulary well. Experiences of 'shopping', making, and acting out stories are regularly used to involve the children and give them things to talk about. Rhymes and repetitive songs are used often and well to introduce children to regular patterns of speech that they can rehearse confidently. Children are introduced to books, and stories are used to very good effect to help children develop imaginative ideas in their role-play and story-writing activities. For example, as a result of the good planning, stories children hear are linked to other activities and this helps them develop a good understanding of the importance of the written word in conveying messages. The 'balloon' story the children followed during the inspection gave them good opportunities to explore sequencing and re-telling the story and composing messages they could attach to their balloons and release during the week. The excitement generated ensured they gained a healthy interest in reading and writing. As children move through the Foundation Unit they begin to recognise and write frequently used words. However, because staffing levels are sometimes just adequate, when children are involved in independent tasks it is not always possible for adults to oversee how well children are interacting with each other, especially the least-confident children.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a very good range of rich activities.
- Teaching is good.
- Resources are used very effectively to support learning.

Commentary

46. Teaching, learning and achievement are good. Adults devise many opportunities each day for children to count and explore shapes and patterns. They use singing games to reinforce numbers between one and 20 and beyond for the more-able children. They are careful to use the correct mathematical vocabulary, and link their teaching to what the children observe around them. For example, they use teddy bears to encourage children to order them in size, and share items using precise words such as the most, the least, less, more and zero. Every opportunity is taken to apply numbers, for example, in recording the scores from football matches, although from such evidence it is clear that, for a small minority, the concept of number and size is initially quite hard to grasp. As children move through the Reception Year, they learn to write numbers and begin to add and subtract them in real situations, such as counting out items and making numbered lists. The most able are secure in some number bonds and operations and enjoy problem solving, for example, measuring. Children are interested in learning and make good

progress. As a result of the good teaching, the vast majority of children enter Year 1 with mathematical skills that are above average for children of this age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good resulting in overall good achievement.
- Children enjoy learning through doing and such experiences are planned for very well.
- Visits to places of interest and other experiences enrich learning very effectively.

Commentary

47. The school grounds and the local area are rich in interest and because the accommodation in the school is very good, teachers organise activities in a range of settings that help children explore the world around them very effectively. Such interesting opportunities help them make good progress and all achieve well. Their natural interest and curiosity is aroused through learning through doing and exploring. For example, when 'incy wincy' spider failed to rise to the surface in a bottle of water, children invented other ways of flushing him out but a few recognised that the 'spiders' were too big, heavy, wide and so on, to come out. Children learn about the past through looking at artefacts from their parents' childhood and discuss how they change as they grow. The mini-beast habitat provided children with hours of fascination in touching and exploring a range of materials and relating this to their real explorations in search of mini-beasts. Children were fascinated, and encouraged to talk about them, and look for similarities or differences between these and those in the 'created' environment in the classroom. They understood fully what was real and what was plastic. The care of the environment and respect for living creatures are addressed sensitively so that children's awareness of the world around them was developed effectively. Children have good opportunities to use computers, and develop good skills in using the mouse. Their skills in looking closely at things are being developed steadily and they have many opportunities for growing, for example, cress, making sandwiches and cooking good things to eat or not eat, as in the case of the 'play dough' they made. They use wooden building blocks and other construction materials well, and staff are mindful to ensure there is a good balance of activities to ensure boys and girls experience all that is on offer. By the end of the Foundation Stage, children are above average in their attainment in this area of learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teachers use the very good facilities well, and plan indoor and outdoor activities to extend children's skills and increase their confidence.
- Teaching and learning are good, and as a result all children achieve well.

COMMENTARY

48. There is very good provision of outdoor space. Teachers use both this and the hall well to develop children's skills. They plan a wide range of activities very carefully to ensure children develop their manipulating, balancing, climbing and moving skills well. Children

have very good opportunities to ride on wheeled toys and to use large apparatus in a very attractive outdoor area to which they have easy access at all times. It was noted in one outdoor session how well children played in the snow, building up their competence to manage themselves in the slippery conditions. They are encouraged to co-operate and share with each other and develop team skills. For example, in the parachute activity, the teacher ensured children understood how much better their success in lifting the parachute was when they all pulled together. Because the exercise was exciting and fun, children enjoyed themselves immensely and made very good progress. Such experiences have a very positive effect on children's social development, and also give them confidence in their own ability. Children use writing and drawing instruments and small tools, with skills appropriate to their age, although a few low-attaining children initially struggle to manipulate fine actions like cutting with scissors, but they are encouraged to persevere in their efforts. All children make good progress, and when they start Year 1, their physical skills are above what is expected of children of this age.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good resulting in overall good achievement.
- Children enjoy exploring materials and learn effectively from the interesting activities on offer.

COMMENTARY

49. Teaching, learning and achievement are good. Teachers plan for a wide range of creative experiences, providing a wide variety of materials for children to select from. Staff support the children well in extending their skills but also encourage them to create and be inventive in their ideas. When they begin Year 1, their attainment is above average. Teachers provide a series of well-chosen and carefully organised activities to help the children explore and learn. These include painting, printing, making and working with many different materials. Role-play is used well and children develop their imagination through this. They especially encourage children to look closely at things in order to identify interesting features, for example subtle colours and shapes of flowers so that they can reproduce these in their artwork. They engage well in building models and making things that represent some interesting ideas. For example, a few boys spent considerable time making elaborate Lego models of cars and trucks and knew how to develop the shapes to make them more life-like. They are given good opportunities to listen to and to make music, and visitors to the school enrich aspects of learning well. Children sing well and have good opportunities to create their own music by playing a range of simple percussion instruments. Singing games are used regularly to reinforce number facts and letter names.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in reading are well above average and standards in writing are above average at the end of Years 2 and 6.
- Good teaching enables pupils of all abilities to achieve well.
- Pupils behave well and have positive attitudes to the subject.
- The subject is led and managed well.
- All work is marked, but marking in a number of classes has insufficient detail to help pupils recognise how well they have achieved and what they need to do to improve further.

COMMENTARY

50. The standards attained at the end of Year 2 are similar to the findings of the previous inspection and in the national tests of 2003. Standards attained by the end of Year 6 are better than those identified in the previous report, and the work in pupils' books indicates that a higher percentage of pupils are working at the higher Level 5 than in the national tests of 2003. This is because the strategies put in place by the school to raise standards, after a thorough analysis of test results, are proving successful. The attainment of boys and girls is now broadly similar.
51. Standards in speaking and listening are above those expected nationally in Years 2 and 6. The school provides many interesting opportunities to enable all pupils to improve their speaking and listening skills. The dialogue devised by pairs of pupils in a literacy lesson in Year 6 exemplified this very well, and in other literacy lessons good time is devoted to pupil talk time so that everyone has the opportunity to contribute either in small groups or in front of the whole class. Because relationships in the school are very good and pupils know that their efforts are valued, they learn to speak confidently and articulately.
52. Standards in reading are well above those expected nationally at the end of Years 2 and 6. Basic skills are taught well so that most pupils, including lower-attaining pupils, make good use of a range of strategies when they meet unfamiliar words in texts. The reading journals, in which pupils work on texts to identify key features, support their learning well. Pupils enjoy reading and many read widely in their own time because the school fosters a very positive attitude to reading. By the end of Year 2 average and higher-attaining pupils know how to refer to the content and index pages in information books for research. By the end of Year 6, pupils' research skills include reference to headings, sub-headings and scanning pages quickly to find the information efficiently. This means that when they work on topics, such as the current history work on World War Two, pupils are both keen and confident in working independently to extend their learning. The after-school library clubs provide good opportunities for pupils in Years 1 to 6 to extend their skills, and the school bookshop is an inventive idea to help pupils browse at leisure and purchase books wisely.
53. Standards in writing in Year 6 are above those expected nationally. This is an improvement since the previous inspection. Standards in Year 2 are also above those expected nationally. By the end of Year 6 most pupils' writing, for a wide variety of audiences and purposes, is interesting and imaginative. This is because teachers are aware of the need, through the literature they present to pupils and through the challenging language they use in lessons, to improve the richness of pupils' use of language to articulate their ideas expressively. As a result, pupils in Year 6 capture the

interest of the reader with writing such as 'Miraculously, I discovered what looked like a treasure chest, but unfortunately was unable to move it'.

54. Teaching is good overall, ranging from satisfactory to very good. In the very good lesson in Year 6, the choice and use of resources, including the effective use of the learning support assistant, the challenging but tasks well-matched to pupils' abilities and the relentless pace kept all of them fully engaged. The teacher set a very good example for pupils when reading aloud with expression and obvious enjoyment, and the pupils listened with rapt attention and were totally captivated. As a result, pupils enjoyed their work and made very good gains in their learning. Teachers use praise and encouragement effectively and this is one of the reasons why pupils enjoy the subject and work hard. Where support staff availability is limited, teachers prepare materials well for higher- and lower-attaining pupils. In lessons where teaching and learning are satisfactory, the pace is slower and the introductory part of the lesson is slightly too long to hold pupils' attention and interest fully. The marking seen, whilst satisfactory overall, indicates that this is an area for development. There is often insufficient detail about what pupils have achieved and comments that will take learning forward. The exception to this is the high standard of marking in Year 6, such as 'Some valid arguments made. Just make sure that you have explained these arguments, thinking – why? and how?' – that contributes to pupils making very good gains in their learning during the year.
55. The leadership and management of the subject are good. The subject leader has good subject knowledge and a very clear understanding of its strengths. She also understands very clearly what the school should develop in order to raise standards. She manages the subject well. Assessment is used well to guide planning and set targets for improvement. Pupils are made aware of their individual targets and this encourages them to take greater responsibility for their own learning.

Language and literacy across the curriculum

56. The school ensures pupils apply their literacy in other subjects effectively to extend their awareness of language for different purposes, for example, reflective writing in history and religious education and report writing in science. Pupils in Year 5 discuss the conditions needed for seeds to germinate. In Year 1 pupils are required to explain the thinking behind their answers in mathematics lessons. Pupils use non-fiction books and the Internet to research information regularly in their topic work and develop an enthusiastic interest in working independently. ICT is used, for example, in history to practise journalistic styles of writing. These opportunities put the school in a good position to raise pupils' literacy standards further.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards of attainment are above average at the end of Years 2 and 6 and all pupils achieve well because teaching and learning are good.
- The analysis of tests, tracking the progress of pupils and checking on learning in lessons is used effectively to match work well to their prior attainment.
- Pupils have good attitudes to the subject that contribute well to their success.

- Leadership and management of the subject are good.
- Marking, though satisfactory overall, does not often contain sufficient guidance to pupils on how they might improve their work.
- Individual targets are not shared with each pupil so they are not sufficiently aware of what they have to do to improve.

COMMENTARY

57. Standards in both Year 2 and Year 6 are above average because the percentage of pupils achieving at the nationally expected levels has increased and about half of the pupils achieve at the higher Levels 3 and 5. There is no significant difference in the attainment of boys and girls. All pupils achieve well because of the effective implementation of the National Numeracy Strategy, particularly the emphasis placed on using and applying mathematics. Teaching is good and effective checks are made to monitor pupils' progress. However, opportunities are generally missed to use the information to set targets that are shared with each pupil.
58. The quality of teaching and learning is good overall, ranging from satisfactory to excellent and as a result, pupils make good gains in their learning and achieve well. The key features of the good teaching are the planning, where there is a strong emphasis on problem solving, lively pace, high expectations of work and behaviour, a clear role for the learning support assistant when available and the accurate match of task to pupils' prior learning. In these well-structured lessons all pupils show a high level of interest. This was shown exceptionally well in an outstanding lesson in Year 6. The classroom was a hive of industry because the teacher had made very good use of her assessment of pupils' learning the day before and modified her planning so that the match of task to the different attainment levels was of a high order whilst still being very challenging. All pupils were very highly motivated and fascinated by tasks that required them to apply knowledge from several aspects of mathematics. The differences between the very best teaching and that which is judged satisfactory are that, in the best teaching the pace is unrelenting, expectations of the pupils is higher and the level of challenge, particularly for the higher-attaining pupils, is greater through better use of ongoing assessment to inform planning. Where this does not happen, lessons are less lively and occasionally pupils do not work as hard as they might.
59. Marking of work is satisfactory overall, with some examples of good marking that helps pupils recognise how well they have achieved and what they have to do to improve. However, such comments are too infrequent so pupils do not always know what they have to do to improve. While there is a clear identification of targets for individual pupils, pupils are not always made aware of these to enable them to manage their own learning even more successfully.
60. The subject is led and managed well. The co-ordinator is committed to helping pupils achieve as highly as possible. The analysis of test results, samples of work, monitoring of teachers' planning and opportunities to check on teaching and learning through lesson observations all help to identify what the school is doing well and identify areas for improvement.

Mathematics across the curriculum

61. All pupils have good opportunities to consolidate what they have learned in numeracy lessons in other subjects. For example, pupils use measuring skills in science and knowledge of shapes in art and design. Pupils in Year 3 collect data to draw bar charts about 'favourite sandwiches' that links well to work in design and technology and the Healthy Schools Award. The links between learning in mathematics and ICT are being increased through the software that has recently been purchased.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6.
- Teaching is good and has improved since the previous inspection.
- Pupils show good attitudes to work and behave very well in lessons.
- The leadership and management of the subject are very good.
- Pupils do not always have sufficiently detailed guidance as to how they can improve their work.

Commentary

62. In 2003, national tests and assessments at the end of Year 2 were well above average at Level 2 and average at Level 3. Standards at the end of Year 6 were well above average. Inspection evidence indicates that standards are above average at the end of Year 2 and well above average at the end of Year 6. There is a strong rise in standards during Year 6. Pupils achieve well in Years 1 and 2 and achieve very well in Years 3 to 6. Achievement is highest in Year 6. There are no differences in achievement between boys and girls. Pupils with special educational needs and those identified as higher attainers achieve as well as other pupils.
63. Teaching and learning are good overall. Teaching is very good in Year 6. The aspect of scientific investigation was unsatisfactory at the time of the previous inspection. As a result, pupils had too few opportunities to work independently. This has now been corrected and pupils have good opportunities to investigate for themselves and choose their own methods of working. Teachers plan lessons carefully and take good account of the practical aspects of managing equipment and pupils. Teachers are careful to stress health and safety aspects in practical work. Teachers manage their classes well. This is important in science where a range of equipment may be used in practical lessons. Pupils show good attitudes to work and behave very well in lessons. Science makes a good contribution to pupils' literacy and numeracy development. The use of computers to enhance and enrich learning is satisfactory, and pupils enjoy the time given to explore information available on the Internet. Pupils' work is marked and corrected. The use of marking to give pupils advice on how they can improve their work is underdeveloped. There are satisfactory assessment procedures in science. The use of the data provided for checking the quality of the curriculum and for setting targets for individual pupils is not yet rigorous enough.
64. Science makes a very good contribution to pupils' spiritual, moral, social and cultural development, and many links are made to aspects of the school's very well-planned

personal, social and health education (PHSE) programme, for example, healthy living, sex education, and environmental issues. Pupils work very well together in groups and working relationships in lessons are very good. Leadership and management of the subject are very good. The subject co-ordinator has been in post only a short time but has already established clear priorities for further raising standards and is giving very good support to teachers to help achieve them. Improvement has been good since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Overall, provision in information and communication technology is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The curriculum is good both for the separate teaching of ICT and in other subjects.
- Standards are in line with expected levels.
- Very good accommodation and resources help to raise standards.
- Pupils have very good attitudes to work and behave very well in lessons.
- Use of assessment is inconsistent across the school.

COMMENTARY

65. Standards are in line with those expected nationally of pupils of the same age at the end of Year 2 and Year 6, as was the picture at the time of the last inspection. Pupils achieve satisfactorily. There are no differences in achievement between boys and girls. Satisfactory achievement is consistent across all levels of ability in the school.
66. Teaching and learning are satisfactory. As a result of the improved facilities and resources, teachers are beginning to feel more confident and competent in using computers to enhance learning. The school recognises there is more to do in order to raise standards in ICT further. In ICT lessons pupils learn the basic skills well enough to be able to apply them to other tasks. Teachers manage pupils well and ensure that expensive equipment is treated with care. Pupils behave very well in lessons. They are interested in ICT and have very good attitudes to work. Satisfactory assessment procedures are now in place but the use of the information gathered to ensure that all pupils learn the necessary skills is inconsistent. As a result the school cannot be sure what skills have been learned and what have not by the time pupils are in Year 6.
67. The ICT suite provides very good, up-to-date accommodation which helps to raise standards. There are a good number of computers in the computer suite, others in classrooms and a number of laptop computers, which can be moved from room to room. Good software is available and satisfactory use is made of a number of websites. The subject co-ordinator has been in post for only a short while and has not yet had time to make a significant impact on teaching and learning. However, he has shown good leadership in giving training, support and advice to staff who need it. The management of the subject is good. A detailed scheme of work is now in place and assessment procedures are developing but as yet remain patchy. There has been satisfactory progress in the development of the subject since the previous inspection.

Information and communication technology across the curriculum

68. ICT is applied satisfactorily in other subjects. In literacy lessons, pupils use ICT to correct, edit and improve their work. There is good use in mathematics and science for producing a range of tables and graphs. The use of websites to find information is developing in a number of subjects, for example, independent research in history.

HUMANITIES

No lessons were observed in **geography**, and four each were observed in **history** and **religious education**.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well throughout the school.
- Lessons are well constructed, with information presented in good detail.
- Pupils enjoy the subject and have good opportunities for independent research.
- Assessments are not detailed enough to know how well pupils have achieved.
- The co-ordinator has had no opportunity as yet to observe teaching and learning.
- Resources, visits and visitors are used well to enrich learning.

Commentary

69. Achievement is good throughout the school and overall attainment is above average at the end of Year 2 and Year 6. This is because the subject is taught well across the school and teachers make very effective use of a wide range of good quality resources to engage pupils' interest in the topics covered. Standards are the same as at the time of the last inspection at the end of Year 2, but have improved at Key Stage 2 because good attention has been paid to developing the subject.
70. Teaching and learning are good. The best teaching is characterised by good planning and organisation, enthusiasm and secure subject knowledge and very good management of pupils. In a good lesson in Year 6, dealing with the complex issue of government propaganda during World War Two, pupils enjoyed reviewing the war posters from that period and reflecting on how such messages may have impacted on people's everyday lives. The work was challenging and relied on pupils applying their reading skills to understand the headlines and explain their interpretations to others. However, a significant majority soon grasped the idea and a few appreciated both the humour and seriousness of posters such as 'Walls have ears'. Their interpretations were generally mature and indicated they had a good understanding of why such propaganda was necessary, reflecting on whether the opposing countries in the war might have acted in a similar fashion. Lower-attaining pupils are supported sensitively and often work in mixed-ability groups or have tasks that are well matched to their needs. Support staff are in limited supply, and occasionally these pupils would benefit from more individual support to help them progress faster. Plans are in place to remedy this issue shortly.
71. The school plans history on a topic basis, whereby all pupils in Years 1 and 2 follow the same topic and similarly so for pupils in Years 3 to 6. This means that the school acquires a very extensive range of resources on the same topic to support teaching, resulting in some good learning experiences. In addition, very good use is made of visits, for example in this instance to 'Eden Camp', so that pupils in different year groups approach the same subject at differing levels but produce a thematic array of displays from which all benefit. There is good emphasis on learning through exploring and teachers encourage pupils to use reference materials and the Internet to develop their

ideas and views. Wherever possible visitors, sometimes actors who dramatise particular periods in history or members of the local historical society, are invited to talk to pupils and bring the subject alive with interesting approaches or first-hand experiences, for example about rationing in the war. Very good use is made of literacy skills to encourage pupils to express their thoughts both during class and group discussions and in written work that is consistently of a good standard.

72. Leadership and management are satisfactory, and the subject leader is keen to develop provision further. She has ensured that the subject is well resourced and that teachers are provided with good support and advice. However, as yet she has had no opportunity to observe teaching and learning and her monitoring is currently limited to reviewing pupils' work on displays and checking planning. Assessments ensure topics are covered to the required depth and pupils' achievements at the end of each topic are recorded. However, there is little indication as yet as to how well they achieve nor how individual pupils might improve their work further.

Geography

73. There is insufficient evidence to make a judgement about provision, standards or teaching and learning. The curriculum is sound and there is appropriate continuity in the way pupils learn new skills and acquire knowledge. This is confirmed by the displays of work in the classrooms. The educational opportunities are enriched well by visits, such as to Anston Stones in relation to the unit of study on rivers. The subject makes a good contribution to pupils' knowledge and understanding of other cultures, for example, through studies of communities in other parts of the United Kingdom and in India.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are in line with those outlined in the locally-agreed syllabus.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils show very good attitudes to work and behave very well in lessons.
- The use of assessment for planning, showing pupils how to improve their work and target setting is not yet rigorous enough to raise standards further.

COMMENTARY

74. Standards are in line with the expectations of the locally-agreed syllabus, at the end of Year 2 and Year 6, and their overall achievement is satisfactory. There are no differences in achievement between boys and girls. Pupils with special educational needs and those identified as gifted and talented achieve as well as other pupils.
75. It was not possible to observe lessons in Years 1 and 2 during the inspection so no overall judgement is possible on teaching in these two year groups. Teaching and learning are satisfactory in Years 3 to 6. The link between religious education and literacy lessons is inconsistent and does not always make provision for pupils to write at length to apply their reflective writing skills. However, good attention is given to develop

pupils' speaking and listening skills through useful discussions regarding the subject matter and this helps pupils gain confidence in expressing their thoughts and ideas in front of others. Planning is generally good and activities capture pupils interest and engage them in thinking about aspects such as the impact of other people on their lives and how they need to consider the needs of others and respect differing views. Through such discussions pupils develop a good sense of moral and cultural values and beliefs. A good number of pupils develop mature ideas and respond positively to new learning. There are good links to aspects of the school's good PHSE programme and all of which supports pupils' personal development well. Assessment procedures are in place, but not all teachers are using them consistently to assess pupils' attainment and progress, or to ensure that a consistent curriculum is being taught. Because pupils are generally well motivated, classroom management strategies ensure pupils' work is of at least satisfactory standards. Pupils behave very well and show very good attitudes to work and working relationships in lessons are good.

76. The co-ordination of the subject is satisfactory and overall development of the subject since the previous inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in **art and design**, one **design and technology** lesson was seen, and only two lessons were observed in **music** so it is not possible to make firm judgements about overall provision in these subjects.

77. Work seen in **art and design** indicates that standards are in line with expectations and achievement is satisfactory. There are elements of good work, for example in pupils' colour blending skills, which they apply very carefully to colour or paint their work, for example, in still-life observations of fruits and flowers. Here they have clearly been taught well to take their time to look closely at shape, colour and proportion so that the resulting work is of a subtle and good quality. Pupils use a wide range of materials, tools and techniques successfully. There is evidence of three-dimensional models, and pupils of all ages have composed pictures using fabrics and other materials successfully in collage work in the style of various artists including Seurat and Van Gogh. In all classes, pupils explore the use of ICT in their designs and splashes of bold colours and designs, for example, in pupils' work on Muslim designs in Year 5 show good use of a range of tools and techniques. Pupils learn to appreciate the work of a range of artists and styles in art from different cultures and talk with interest about the work they produce and enjoy the subject.
78. In **design and technology**, pupils in Years 1 and 2 design and make wheeled vehicles, moving pictures and then test and make satisfactory evaluations of their efforts. They explain possible improvements and what they found difficult. In the one lesson seen in Year 4, teaching and learning were satisfactory. In this lesson, pupils worked enthusiastically to explore reflective materials to use to make torches, applying their knowledge of circuits well. The over-directed presentation and the lack of additional support staff, however, restricted the progress pupils made. In the upper classes pupils have designed and made a very interesting range of fairground rides, incorporating circuits and artwork to enhance their work. Their designs show originality in their construction and again there is good evidence that initial ideas were modified in order to produce perhaps a less elaborate but effective working model. The work linked well to

the science topic on circuits, and pupils applied previous learning on selecting materials fit for the purpose sensibly. The work seen was of at least satisfactory standards.

79. In the two lessons observed in **music** and from the music in assembly, standards of the work seen are broadly average, although the quality of singing was good. Pupils enjoy singing and have good opportunities to engage in practical activities and play on a good range of percussion instruments. A small recorder group accompanied the singing in assembly and these pupils performed confidently and held the tune successfully through to the end. The curriculum indicates there is good emphasis placed on listening, performance and composition skills and pupils experience all these enthusiastically. For example, pupils listened attentively to six or so various arrangements of the song ‘Yesterday’, clearly enjoying what they heard but also successfully identifying how different voices and arrangements added a new dimension to the overall effect. There is at least sound emphasis on developing pupils’ appreciation of music from other cultures. The two lessons seen were taught in two-year groupings led by the two respective class teachers. Pupils made generally satisfactory progress, when involved in performing, for example, in Years 1 and 2. But with such a large group playing percussion instruments together, it was difficult to identify and support those who were not so confident in handling the instruments or highlight and acknowledge those who were more successful in improving their performance.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is good because of the school’s participation in the national ‘sports co-ordinator’ and ‘top sport’ initiatives.
- The curriculum is enriched very well by opportunities for pupils to practise and enhance their skills during break times and at after-school clubs.
- Pupils’ good attitudes contribute well to their success.
- Arrangements for a systematic programme of lesson observations that would help to raise further the quality of teaching and learning are not yet in place.

Commentary

80. Standards at the end of Year 6 are similar to those expected nationally and almost all pupils are able to swim a minimum of 25 metres. All pupils achieve satisfactorily. There was insufficient evidence to make a judgement about standards in Year 2, but standards in Year 1 are similar to those expected nationally.
81. The school has identified physical education as an area for development so took the opportunity to participate in the ‘sports co-ordinator’ and ‘top sport’ initiatives. This is helping to raise standards by providing professional development for teachers in aspects of physical education, by having expert teachers from the link secondary school work alongside teachers and by extending the opportunities for pupils to participate in sports festivals. Break time activities and after-school clubs such as the dance club, which pupils thoroughly enjoy, offer very good opportunities for pupils to practise and improve their skills.

82. The quality of teaching is good overall, ranging from satisfactory to very good. This is because the school is now beginning to benefit from the 'sports co-ordinator' initiative as seen in a good lesson with pupils in Year 5 who were supported by the visiting teacher from the link secondary school. In a very good games lesson, pupils in Year 6 made very good gains in their learning because of the careful planning, brisk pace, the teachers' high expectations and the wide range of challenging tasks supported well by a learning support assistant. In this lesson pupils also consolidated skills learned in mathematics when measuring distances and using stopwatches to time their partners. All pupils were fully engaged and thoroughly enjoyed what they were doing. Where teaching is satisfactory, the pace is slower and activities are not as well matched to the skills being developed so progress is limited.
83. The subject is led and managed satisfactorily. The subject leader is enthusiastic about the national initiatives that have helped to raise the profile of physical education in the school. However, at present there is no systematic programme of lesson observations to identify where improvements need to be made in teaching and learning in order to improve achievement and raise standards further. Assessment opportunities are limited, although the school does identify pupils who achieve particularly well and offer them further support.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision, although the subject features well in the curriculum.

84. The very caring ethos the school promotes supports pupils' personal development well. There is a very well-planned programme of activities that includes work on healthy eating, general health awareness, sex, drugs, bullying and personal safety. Teachers make good use of discussion and reflection activities, for example, during class assemblies, to help pupils learn to explore and share their feelings and to discuss a wide range of different topics. The programme is very skilfully woven into other subjects, for example, geography to consider environmental issues and this ensures pupils make links to the wider world. The two very good lessons seen Years 1 and 2 helped pupils gain confidence in speaking in front of others and take pleasure in being listened to and listening to each other's ideas. Where possible, a good range of visitors are brought in to extend pupils' experiences of working with and relating to others. Pupils in Year 6 talked very enthusiastically about their 'crucial crew' visit, where they gained a very dramatic insight into how the emergency services operate and how they, as citizens, can promote well-being in the community. As pupils get older they are given a range of responsibilities in order to help them prepare for their role in the wider world. Those elected to the school council have a responsibility to the rest of the classmates but also take seriously their role on the council in order to advise on decision-making for example regarding playground matters and work with the local parish council to consider matters affecting their village.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

| | |
|-----------------------------------|----------|
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |

| | |
|---------------------------------------------------------------|----------|
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 3 |
| Attitudes | 3 |
| 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 | 2 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |

| | |
|----------------------------------------------------|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| 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).