

INSPECTION REPORT

BARNBY AND NORTH COVE PRIMARY SCHOOL

Beccles

LEA area: Suffolk

Unique reference number: 124568

Headteacher: Mr M Steven-Jones

Lead inspector: Peter Payne

Dates of inspection: 15th - 16th March 2004

Inspection number: 260640

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary first
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
Number on roll:	48
School address:	Barnby Beccles Suffolk
Postcode:	NR34 7QB
Telephone number:	(01502) 476 230
Fax number:	(01502) 476 230
Appropriate authority:	The governing body
Name of chair of governors:	Mr K Lower
Date of previous inspection:	1 st - 3 rd February 1999

CHARACTERISTICS OF THE SCHOOL

Barnby and North Cove Primary is a school for pupils from four to nine in the village of Barnby, near Beccles. It is much smaller than most primary schools. There are 48 pupils on roll, taught in two classes for the majority of time. The school serves the local villages and, because of the trend in private housing provision, the roll is gradually falling. A significant number of pupils come from outside the immediate catchment. Because of the lack of provision, few children have any formal pre-school education and their attainment on entry is below average. There are no pupils from ethnic minority families or for whom English is not their first language. Eligibility for free school meals (5.8 per cent) and pupils with special educational needs (6.9 per cent) are both below the national average. One pupil has a statement of special educational need. The school received a School Achievement Award from the Department for Education and Skills in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12155	Peter Payne	Lead inspector	Mathematics Science History Geography Art and design Music Physical education Personal, social and health education Special educational needs
9708	Sylvia Daintrey	Lay inspector	
18502	Vivienne McTiffen	Team inspector	Foundation Stage English Information and communication technology Religious education Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Barnby and North Cove is **an effective school** that provides a good standard of education. Leadership and management are very good. The good organisation and management of classes enable the school to respond effectively to the changing roll. The curriculum is broad, well balanced and interesting. The school gives good value for money.

The school's main strengths and weaknesses are:

- The high quality of teaching and learning.
- The strong leadership and management.
- The very good attitudes, relationships and behaviour.
- The strong philosophy and practice of inclusion and equal opportunity.
- The very positive partnership with the parents and the community.
- Some aspects of reading and writing standards are below average.
- Information and communication technology is not used sufficiently to support the other subjects in the curriculum.

The school has made good progress in addressing the issues from the last inspection. In particular, the quality of the accommodation has been considerably improved. The school roll is falling because of the nature of the local housing supply and the school has had to adapt to a much smaller number of pupils and staff.

STANDARDS ACHIEVED

The overall achievement of pupils is satisfactory. Pupils work hard and most achieve the standards that they are capable of. In Reception, the children's achievement is good. In their personal, social and emotional development, communication, language and literacy, mathematical development and physical development, most are on track to meet the goals that children are expected to reach by the end of Reception. In Years 1 to 4, pupils' achievement is satisfactory. In Year 2 most are now attaining the expected standards in reading, writing, mathematics and science. Standards in English, mathematics and science are also in line with the national expectation in Years 3 and 4.

Standards are above expectation in art and design and design and technology in Years 3 and 4. They are as expected in information and communication technology (ICT), geography and design and technology in Years 1 and 2. It was not possible to judge standards in history, music, physical education and religious education.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	E	E	E*
writing	D	D	E	E*
mathematics	C	C	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - well below average, in the lowest 5 per cent. Similar schools are those with similar percentages of pupils eligible for free school meals.*

The results of the 2003 national assessments for pupils at the end of Year 2 show a decline from the previous year, with reading, writing and mathematics well below the national average for all schools. When compared to schools in similar circumstances, the results are in the lowest five per cent nationally. However, the proportion of pupils achieving higher than expected levels was close to the average. Care must be taken when interpreting this data, because the very small number of pupils involved means that there can be considerable year to year variation and a single pupil can have a

substantial effect on the school's overall score. In 2003, three pupils with significant learning difficulties represented 27 per cent of the total figure.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. They show a keen interest in school life and the range of opportunities on offer. Their behaviour and attitudes are very good and there have been no exclusions. Attendance is very good and most parents ensure that their children are punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and more than a third is very good. It is a particularly inclusive school where pupils' learning is good because of the good subject knowledge and skilful use by teachers of strategies to question or explain issues in different ways to suit the needs of individuals. There is good provision for pupils who have special needs. These pupils receive very good support from the classroom assistants who work closely with the class teachers. As a result, they achieve well with their individual targets.

The curriculum is good. It is broad, well balanced and interesting. The range of learning opportunities and the opportunities for extension and enrichment through visits and visitors coming into school are good, although opportunities for extra-curricular activities are limited.

The school cares for its pupils well and ensures that they work in a healthy and safe environment. They have very good access to well-informed support and guidance.

The school has a very strong partnership with parents and good links with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good. His vision and ability to motivate children and adults are excellent. He provides the strategic advice and positive leadership that has ensured the recent development of the school. He is well supported by the staff. The governing body is effective. They play an active part in the school life and give strong and highly committed support. Apart from one outstanding health and safety issue, the governors ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with what the school provides and the progress that their children are making. They are welcomed into school and feel that they are valued partners in their children's education. They are pleased with the information about their child's academic and personal development in the annual reports.

The response from pupils revealed a real enthusiasm for their school. In discussion, they are keen to talk about the work that they do and are very proud of their achievements and their school. They say that they are listened to and enjoy coming to school because it is friendly and welcoming.

IMPROVEMENTS NEEDED

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

- Continue to improve aspects of reading and writing.
- Extend the use of ICT, where it is appropriate, into the other subjects of the curriculum.

and to meet statutory requirements:

- Ensure that the emergency exit signs are installed.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is **good in the Foundation Stage** and **satisfactory in Years 1 to 4**. Standards of work seen in English, mathematics and science show that the majority of pupils are now achieving the nationally expected levels.

Main strengths and weaknesses

- Good achievement in the Foundation Stage.
- Improving standards in ICT.
- Good achievement of gifted and talented pupils.

Commentary

1. The overall achievement of pupils is satisfactory. Because of the good teaching and very high expectations of good behaviour, together with their own very positive attitudes and enthusiasm for learning, pupils work hard, make satisfactory progress and achieve the expected standards. However, some elements of reading and writing are still not as good as their speaking and listening skills. Pupils respond very well to challenge and, as they move through the school, are increasingly confident to give opinions and propose solutions to questions.
2. The overall attainment of children on entry to Reception is below average, with a broad spread of ability from those in need of special support to those who are potentially high attainers. Few have had any pre-school experience in a nursery or playgroup. At the end of Reception, most children attain their early learning goals and are ready to embark on the National Curriculum.
3. The results of the 2003 national assessments for pupils at the end of Year 2 show a decline from the previous year, with reading, writing and mathematics well below the national average for all schools. When compared to schools in similar circumstances, the results are in the lowest five per cent. There is no significant difference in the attainment of boys and girls.

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

Standards in:	School results	National results
reading	13.4 (14.8)	15.7 (15.8)
writing	12.8 (14.6)	13.9 (14.4)
mathematics	13.4 (16.3)	16.8 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

4. These standards are influenced by the high proportion of pupils with specific learning difficulties in the year group because, within this small cohort of pupils, these contributed 27 per cent of the total scores. Most of the pupils tested in May 2003 and currently in Year 3 are judged to be achieving the expected standards now.
5. In the other subjects of the curriculum, standards are above expectation in art and design, and design and technology in Years 3 and 4. They are as expected in ICT, design and technology in Years 1 and 2 and geography. It was not possible to judge the standards in history, music, physical and religious education.
6. The pupils' literacy skills enhance their work in other subjects, particularly in geography, history, religious education and science, although their numeracy skills are less well developed

and exploited. Their developing skills in ICT are not yet used sufficiently to support their work in the other subjects. Because of the high expectations of teachers and the personal motivation of the pupils, most pupils achieve the standards that they are capable of.

7. Throughout the school, pupils with special educational needs make satisfactory progress. These pupils achieve best when supported by classroom assistants who can keep their attention focused on the task in hand. Potentially higher-attaining pupils are appropriately challenged, particularly in Years 3 and 4.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **very good** throughout the school. Their spiritual, moral, social and cultural awareness is very well promoted. Attendance is very good and punctuality is good.

Main strengths and weaknesses

- Pupils enjoy coming to school and are very eager to learn.
- They show very good care for each other, behave very well, and work and play together very constructively.
- There are very good opportunities for pupils to develop personal skills, knowledge and understanding.
- Attendance has improved significantly since the last inspection and is now well above the national average.

Commentary

8. Parents are unanimous that their children like school. The pupils themselves are very positive about their experiences. They say that they like the small classes, the way everyone gets on together and the concern shown them by all the adults in the school. Their attitudes were very good in nearly all the lessons seen and the atmosphere during lesson-time was one of quiet industry. Pupils of all ages and abilities respond very well to the interesting and challenging activities they are given because these are well planned and organised to meet their different needs. They show delight in learning new things. For example, when a group of Reception and Year 1 pupils was taken to the ICT suite to work with the headteacher on handling data on pets, one exclaimed 'My favourite – coming in here!'. The confident and mature attitudes of pupils in Years 3 and 4 make a strong contribution to the good progress they achieve in their learning.
9. A notable feature of many lessons and activities throughout the school day is the very positive way in which pupils relate to each other and to the adults who teach and support them. These very good relationships have a significant impact on the quality of learning and standards of behaviour in the school. Pupils work very effectively together in small groups. For example, in a dance lesson, pupils in Years 3 and 4 worked extremely well in pairs to produce controlled movements of high quality. Pupils in both classes are very accepting of others. Lunchtimes are very civilised with pupils of all ages mixing together and chatting amiably. Outside, there are plenty of things to do and older pupils look after younger ones, so there are virtually no opportunities for any kind of harassment. Parents and pupils are very confident that any occasional incidents of misbehaviour are dealt with very quickly and effectively. There are no exclusions at the school.
10. Provision for pupils' spiritual, moral, social and cultural development has improved considerably since the last inspection when it was satisfactory. Assemblies are now better planned, with themes that promote a range of stories and festivals from different faiths, as well as role models such as Martin Luther King and Amelia Erhart. Opportunities in the curriculum are used very well to help pupils reflect on the links between subjects, raise moral issues, such as Fair Trade, and develop an insight into different cultures. Reception children now

make very good progress in developing social skills: for example, they quickly learn to take it in turns to participate in a physical education activity and they play co-operatively with each other in a role-play area. Older pupils now have a good range of responsibilities, including the chance to be elected as a junior road safety officer and run events such as poster competitions and bring-and-buy sales. A strong feature of pupils' personal development is the commitment they show to raising money for local and national charities in aid of either those who are less fortunate than themselves or which have helped their peers.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.1
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 rates have risen dramatically over the last couple of years and there was 100 per cent attendance during the inspection. The school works very effectively to monitor and follow up any absence and parents comply very well with requirements. The headteacher is justifiably vigilant about any lateness by pupils living outside the catchment area who occasionally do not arrive promptly at the start of the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Strengths include the sustained good quality of teaching and learning, the very high expectations of diligence and behaviour and the strong partnerships with the parents and community. The curriculum is broad and the pupils are very well cared for.

Teaching and learning

Teaching and learning are good. Assessment systems are good and are used well to raise standards.

Main strengths and weaknesses

- Teachers have good and, in some cases, very good subject knowledge.
- They use open-ended questioning effectively.
- Lessons are well planned and resourced.
- Teachers foster pupils' very positive attitudes to learning.
- They manage pupils and their behaviour very well.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	
Very good	
Good	
Satisfactory	
Unsatisfactory	
Poor	
Very poor	
	1
	5
	8
	2
	0
	0
	0

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

12. Teaching is consistently good with a significant number of lessons judged to be very good. This high quality is seen in lessons throughout the school. The quality is very good in mathematics and ICT and good in English and science.
13. Effective questioning rooted in teachers' good subject knowledge, thoughtful planning and imaginative use of resources all have a positive impact on pupils' learning. Where teaching is very good, the pace of work is brisk and pupils of all abilities are kept actively involved in the learning process. Teachers maintain an orderly atmosphere, insisting that pupils listen to them and to each other. Classroom assistants make a crucial contribution to this process through their thoughtful interventions. Pupils are well motivated and demonstrate a great deal of enthusiasm and very good standards of behaviour. Pupils throughout the school work very well together, showing well-developed co-operative and collaborative skills. They are capable of sustaining concentration and are eager to contribute to discussion. This is a significant factor in the quality of their learning and achievement. There is no significant gender difference in pupils' learning.
14. Well-developed assessment procedures are in place and an effective tracking system has recently been introduced. These enable teachers to monitor pupils' progress in the core subjects and to use this information in subsequent planning. Assessment in the other subjects is satisfactory.
15. Pupils with special educational needs are well taught in lessons and, where it is appropriate, they have additional targeted support within classes. Teachers know the pupils very well and use assessment information effectively to plan the next steps of their learning. Classroom assistants and other adults give very good support throughout the school. They are particularly skilful at helping pupils with behavioural needs to overcome their difficulties and return to their tasks. Their positive manner encourages pupils to persevere and they make a significant

contribution to the pupils' learning. Pupils with particular gifts or talents are identified. Appropriate provision is made for them and their achievement is good.

The curriculum

The curriculum for children under five and pupils in Years 1 to 4 is **good**. It consists of a broad and well-balanced programme of interesting activities that meets the requirements of the National Curriculum and the agreed syllabus for religious education.

Main strengths and weaknesses

- The curriculum is planned well.
- It is particularly inclusive.
- Accommodation is very good
- The school is very well resourced.

Commentary

16. The curriculum is well constructed and balanced. A long-term plan ensures that topics are introduced systematically and a considerable strength is the identification of links and connections made between subjects wherever it is appropriate to do so. Often, a common theme can be seen through the work in several subjects. The National Literacy and Numeracy Strategies are firmly established and have been modified in the light of experience to suit the needs of the pupils better. Sex and relationships, and alcohol and drug misuse are taught at the appropriate point in the pupils' development.
17. Provision for pupils with special needs is good, ensuring that they achieve well. The school is totally committed to educational inclusion and ensures that all pupils have equal access to the wide range of opportunities that it provides. Pupils with special educational needs are identified and their additional support is tailored to their individual needs. Although the provision for gifted and talented pupils is good, the school rightly identifies the need to do more to support them.
18. The programme of personal, social and health education is good and a growing strength of the curriculum. Many of the issues and structures that underpin the school's objectives are addressed and pupils value the opportunities afforded by circle time to raise concerns and share ideas.
19. The opportunities for extra-curricular clubs and activities are limited. There are good curriculum links with departments of the other schools in the consortium and a common programme of curriculum development is a notable feature of the group.
20. Accommodation is now very good, which is an improvement since the last report. Very good use is made of it. The high quality of the learning environment and the school surroundings owe much to the care and pride in their school shown by the pupils and adults alike. However, recent improvements in accommodation for the pupils have been at the expense of the accommodation for the teaching and support staff, which is unsatisfactory. Resources to support learning are very good in all subjects. The outdoor resources for children in the Foundation Stage are still being developed. The school has made a major investment in ICT equipment and staff training that has underpinned the developing quality of its contribution to teaching and learning.

Care, guidance and support

Arrangements for pupils' care, welfare, health and safety are **good**. Provision of support, advice and guidance is very good. The school involves pupils well in its work and development.

Main strengths and weaknesses

- Staff at all levels know the pupils and their needs very well.
- Pupils' ideas and views are listened to and valued.
- Governors and staff pay good attention to health and safety, but there have been unacceptable delays in installing a sufficient number of emergency exit signs around the school.

Commentary

21. Parents very much appreciate the way in which their children are known as individuals and treated fairly whatever their circumstances. The headteacher sets a very high example by being extremely accessible at the start of the school day to the pupils and their parents. He is swift to identify particular needs and to take action to deal with them, whether it is to raise the confidence and self-esteem of a very small number of boys or to arrange master classes in mathematics for a gifted pupil. Teaching staff have established very good relationships with their classes so that the pupils are very confident that they can get help if needed. The classroom assistants work very effectively with children in small groups and take care of them if they feel unwell. The kitchen staff play an outstanding role in making sure that all pupils, particularly the most vulnerable, enjoy the full benefit of eating a good meal with their peers in the dining room. There are good arrangements, negotiated with parents, for transferring the reception-age children into full-time education. Because they feel secure and very well looked after, the pupils are able to make the most of the learning opportunities provided.
22. The headteacher and staff are open to pupils' ideas and welcome their views. Pupils are particularly keen to contribute ideas about what charities to support. They are being involved well in the school's drive to raise achievement in writing. Pupils have individual targets in writing and, in Years 3 and 4, they evaluate their own work using a system of smiley faces.
23. Arrangements for child protection are very good. The designated teacher and chair of governors are both fully trained, and the headteacher is very vigilant about any potential cases of concern. Teachers and non-teaching staff, such as the secretary and caretaker, are well aware of health and safety issues and carry out their responsibilities effectively. The issues identified at the last inspection have been dealt with well. Governors are alert to health and safety matters, with one governor undertaking an annual risk assessment of the premises. However, an issue that was identified over a year ago regarding the shortage of emergency exit signs has still not been dealt with.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very supportive of the school and make a significant contribution to learning and provision.
- Pupils benefit from the very constructive liaison which exists among the schools in the area.
- Strong links with the local community enrich the curriculum and pupils' personal development.

Commentary

24. There was a very good response by parents to the pre-inspection questionnaire and meeting with the lead inspector. Parents were keen to express their very positive views about the school. The partnership is successful because parents are made to feel very comfortable in approaching the school. They are welcome to come in at the start of the school day to make sure their children are settled and they appreciate the friendliness and efficiency of the school secretary. They are able to see their children's work at open sessions once a term, in addition

to the formal consultation evenings where attendance is almost 100 per cent. Information to parents has improved since the last inspection and is now good. Parents are now given information each term about the curriculum, providing guidance on how they can help at home. The prospectus is a much more welcoming and attractive document. Annual reports provide good information on pupils' progress especially in English, mathematics and personal development.

25. Parents feel valued partners in their children's education and respond very well by, for example, hearing their children read regularly at home. An impressive number of parents help in classrooms, enabling teachers to plan small group work to very effectively meet the needs of the wide age and ability ranges in each class. There is a very active parent teacher association which runs social events for parents, children and the community. It raises considerable funds that have been used to improve the resources, especially in the playground. Parents also play a major role on the governing body.
26. The response from pupils revealed a real enthusiasm for their school. In discussion, they are keen to talk about the work that they do and are very proud of their achievements and their school. They feel that they are listened to by adults and they enjoy coming to school because it is a very friendly and welcoming place.
27. The school is a committed participant in the local pyramid of schools that includes other small first schools, the middle schools to which most pupils transfer, and the high school. These close links result, for example, in very smooth transfer arrangements between Years 4 and 5. Pupils' learning and development are broadened by joint events, such as in the arts, some of which include multi-cultural activities. Some of the schools work together on joint policies such as the home-school agreement and the behaviour statement. This ensures continuity for pupils and parents and shares the workload among staff.
28. The school is much valued by the local community, which is well represented on the governing body. Visits and visitors give pupils a range of experiences that enhance their understanding of science, history, religious education and the importance of healthy and safe living. Pupils make a significant contribution by raising money for charities such as, recently, the local hospital. The school makes good use of business links when it can find them. It is aware of the potential of ICT for developing links with the wider world.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school by the headteacher are **very good**. The governors discharge their responsibilities well.

Main strengths and weaknesses

- Strong leadership.
- A shared vision and sense of purpose.
- A well-organised and effective governing body.
- Total commitment to inclusion and equality of opportunity by adults and children alike.

Commentary

29. The governing body is effective. Governors play an active part in the school life and they give strong and committed support. The committee structure is logical and well organised. The governors receive good quality information about the school's performance and have a clear vision for the strategic development of the school. They have had to take difficult strategic decisions in recent years to ensure that the school can provide an acceptable quality of education within a diminishing budget. Except for the outstanding issue regarding the fixing of emergency exit signs, they fulfil their statutory duties. The educational priorities for the school are established by staff and governors working closely together.

30. The leadership of the headteacher is very good. His vision for the future and ability to motivate children and adults are excellent. He provides the strategic advice and positive leadership that has ensured the recent development of the school. He is well supported by the staff, who have a very positive commitment to the development of the school and to the raising of standards. They share a clear sense of direction and purpose. The school's aims and values are published widely. The behaviour, diligence and high quality of relationships at all levels about the school demonstrate the commitment of pupils and adults to live up to them. The school is an exceptionally inclusive community, committed to policies and practices that make sure that every pupil is included and able to take part in all of the lessons and other activities.
31. The school is effectively managed. The headteacher and the other teachers in their role as subject co-ordinators monitor the quality of teaching in classrooms by observing lessons and by evaluating the work of pupils. The school evaluates the performance data produced by national tests and its own internal testing. It makes very good use of this information to establish realistic and challenging performance targets for pupils in all classes, but particularly for the pupils at the end of Year 4.
32. A programme of performance management for teachers is in place. School and individual targets are agreed and reviewed. Although the school is small, there is a good induction process and effective support for new staff.
33. The management of special educational needs is good. Resources are used effectively and imaginative strategies are tailored to support individual children's needs. The learning support staff are confident, knowledgeable and a real asset to the school. There is a named governor with responsibility for special needs.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	243,000
Total expenditure	226,500
Expenditure per pupil	3,484

Balances (£)	
Balance from previous year	25,000
Balance carried forward to the next	16,500

34. The amount of money carried forward in the accounts represents a prudent reserve to cushion the effect on future budgets of the falling roll.
35. The financial management of the school is very good. Through analysis of the monthly monitoring statements, the bursar provides the finance committee of governors with accurate financial information. Funds are directed to the priority areas and, when it is necessary, firm action is taken to avoid overspending. The governors' policy of achieving best value in their transactions is very effective.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children of reception age, who are taught in a class with Year 1 and Year 2 pupils, is **good**. Good teaching and clear communication between staff means that children are given activities suited to their age. Progress is effectively tracked. There are good arrangements for children starting school and positive links with parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very positive relationships.
- Children are keen to learn and concentrate well.
- They rapidly develop confidence and self-esteem.

Commentary

36. Few children have had any pre-school education. Some lack confidence and have low self-esteem. However, during their first year in school, they make very good progress and most achieve the expected goals by the end of the reception year. This is because teaching is good and relationships with all staff are very positive. Children's efforts are valued in a happy, secure environment. High expectations ensure that children know what is expected and how to behave. They engage in a range of activities and show good concentration for sustained periods of time. When they come to school in the morning, they part from parents easily and settle quickly to listen to their teacher. They co-operate very well when sharing resources in the classroom or play area and accept responsibility for tidying up. They move around school sensibly and behave with maturity when using the computers or taking part in physical education lessons in the hall. Children mix well with older pupils in the class and are included in all activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Well-organised curriculum.
- Very effective use of classroom assistants.
- Plenty of opportunity for speaking and listening.
- Lost opportunities for developing language through role play.

Commentary

37. Teaching is good. Although children enter school with a variety of skills, by the end of the Reception Year most achieve the early learning goals and some exceed them. An effective balance is created between direct teaching by the class teacher and group work with classroom assistants. This is an improvement since the last inspection. Literacy sessions are managed well so that the youngest children receive work suited to their needs. There are ample opportunities to listen to their teacher and talk about their work, which they do with increasing confidence. Children speak clearly, often in complete sentences. During the

inspection, they were considering words to describe pets and enthusiastically offered 'cute cat' and 'dancing dog' in a lively discussion. Written work is very well supported by teaching assistants who encourage children to do their best. Children recognise and write simple words. They handle a pencil with increasing control and learn letter sounds. At times, with a teaching assistant, children use the play area in the hall to dress up and engage in imaginary play. However, as this experience is not structured, opportunities to develop language through stimulating role-play are limited.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good planning.
- Good use of mathematical vocabulary.
- Children are actively involved in practical activities.

Commentary

38. Children receive good support from the class teacher and when they work in a group with a classroom assistant. Clear planning ensures that children engage in activities suited to their age. As a result, many achieve the goals expected by the end of the Reception Year and some exceed them. Children are exposed to mathematical language at an early age. They identify long, short, heavy and light objects. They estimate and count to ten and order numbers to 20. In learning about time, they identify morning, afternoon and evening. Children create graphs and reinforce this learning when using computers to enter data on pets at home. During the inspection, children were counting in twos. A good range of resources supported their work. They used number lines to help them and were actively engaged in sorting socks into pairs. Children concentrate very well and are keen to tell the rest of the class about their work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. There is insufficient evidence to form a judgement on the quality of provision or teaching in children's knowledge and understanding of the world. However, scrutiny of work suggests that, by the time they reach Year 1, children are suitably prepared for the next stage of learning. They learn about their immediate environment and talk about their homes. They sort items that give heat, light and warmth. When Year 1 and Year 2 pupils have geography lessons, the youngest children use play dough to represent islands with trees and mountains. They know that instruments make different sounds. In assembly they hear stories from the Bible. They listen attentively to older pupils as they talk about their roles of responsibility in the school. In computer lessons, they collect and enter information with enthusiasm.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A range of outdoor play equipment is available.
- Children are encouraged to extend skills.
- Limited opportunities to handle construction and small apparatus.

Commentary

40. By the end of the reception year, most children reach the goals expected for their age. They move around the school in a controlled manner and behave sensibly. They line up with others and follow instructions. They have access to large playground equipment during playtimes. They use climbing equipment under the supervision of a classroom assistant, although this is limited during inclement weather. In the classroom, there is construction equipment and sand, although space does not allow for these activities to be always on offer. Work in displays indicates that children engage in sticking and cutting out activities. During physical education lessons in the hall, they move safely, using mats and benches with care. They make good use of space and work hard to refine their movements. They pay attention while older pupils demonstrate. This, together with good teaching, encourages them to extend their own skills in controlled movements and simple sequences.

CREATIVE DEVELOPMENT

41. There is insufficient evidence to form a judgement on teaching or the quality of provision for children's creative development. However, work on display indicates that a range of opportunities prepares them for the next stage of education. They explore colour when they paint and draw and look at fabrics for weaving and making patterns. They consider fillings for sandwiches and represent them in coloured paper. Children hear music as they enter assembly and join in when the whole school sings 'Who Built the Ark?' Supervised by a classroom assistant, they use an area in the hall for imaginary play where they play alongside others and make up their own story lines. During the inspection, three boys dressed as policemen and a fireman while one girl organised food for two others who were babies. However, not enough attention is paid to developing children's vocabulary and firing their imaginations during these sessions.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils know what they are to learn and how they can improve their work.
- There are good opportunities for speaking and listening.
- Increased research opportunities especially for older pupils.
- The range of strategies that younger pupils use for tackling their reading is limited.
- Handwriting skills are not consistently applied by all pupils to their written work.

Commentary

42. The pupils achieve satisfactorily in English. They make good progress in developing speaking and listening skills, so that standards are above those expected nationally by the end of Year 2 and Year 4. Pupils listen carefully to teachers and to others during class discussion and assemblies. They follow instructions well when using computers, taking part in physical education lessons or working as part of a group. Pupils' speaking develops well because they are given plenty of opportunity to contribute. All ages are involved in class discussion and older pupils are happy to address the whole school in assembly. Specific vocabulary in geography and science lessons is introduced and adopted by pupils. In literacy lessons, pupils' language is extended when they are asked to qualify their speech with descriptive words. During a good Year 4 lesson, pupils recited a piece from *A Midsummer Night's Dream* and then discussed words that could be used as alternatives. This allowed them to explore meaning and experiment with words, before setting off on their own poetry writing in a similar style. At the end of the lesson they were proud to read out their poems. They did so confidently, with enjoyment.

43. Results of the 2003 tests show standards in reading and writing to be well below the national average. As the number of Year 2 pupils was small, the validated results do not present a reliable picture of pupils' overall achievement. Inspection findings indicate that standards are broadly in line with that expected for pupils of their age, although the number achieving the higher level is below. Pupils make satisfactory progress in reading. By the end of Year 2, they have built up a bank of frequently seen words and know basic sounds. However, more-able pupils do not have a sufficiently wide range of strategies for tackling unfamiliar words, which affects the fluency of their reading. Those with special educational needs make progress similar to that of other pupils because they receive very good support. There is a very positive attitude towards books. Pupils are keen to talk about their reading. They produce interesting book reviews which are displayed in the library. Reading books go home every day and library books, fiction and non-fiction, are available for borrowing. The newly located library is accessible and used by Year 4 pupils for research, although they have not yet developed enough independence to engage in this activity unaided.
44. Standards in writing are broadly average although among more able pupils in Year 2 they are still below that expected, as opportunities to write at length on a range of subjects are underdeveloped. Pupils in Year 4 produce well-organised and interesting narratives on a range of subjects and for different readers. They accurately spell more complex words and enhance their descriptive writing with well-chosen adjectives and adverbs. They write for a range of purposes including letters, recipes and book reviews. Pupils use a 'special writing book' for unaided writing which helps teachers to identify how well pupils are doing. Targets for improvement are set and pupils evaluate how well they have performed in their written activities, although older pupils are not always encouraged to redraft their initial efforts in order to improve the quality of their finished work.
45. Standards in spelling are average. Pupils are expected to learn spellings of appropriate difficulty regularly at home where many receive good support. Standards in handwriting are not so well defined. Pupils of all ages undertake handwriting practice but do not consistently apply what they have learned to their written work. As a result, the quality of presentation of pupils' work is variable and few write with a clear joined hand.
46. Teaching in English has improved since the last inspection. It is good overall. Strengths include:
- Well-managed and organised literacy sessions that take full account of different age groups in classes.
 - Clear introductions to lessons based upon learning objectives which are shared with pupils.
 - Effective lesson endings when understanding is checked and pupils discuss their work.
 - Very good use of classroom assistants to support pupils of all ages and abilities.
 - Suitable emphasis on language structure in lessons on grammar.
 - Plenty of opportunities for all pupils to take part in class discussions across a range of subjects.
47. The subject is well managed. The co-ordinator, who is relatively new to the role, maintains a clear overview and has identified areas for development. Assessment is effectively used to monitor pupil progress.

Language and literacy across the curriculum

48. Pupils record results and evaluate their work in design and technology. They produce factual accounts in geography, history and religious education. In ICT lessons they experiment with different fonts and layouts, although word processing is not extensively planned into pupils' English work. In physical education lessons, Year 4 pupils based their movements on

excerpts taken from the story of *The Iron Man* and they dramatise their actions in religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching and learning.
- Marking and assessment is detailed and helpful to pupils.
- There is a strong focus on developing pupils' numeracy skills.
- There is limited evidence of problem solving.
- Leadership and management are good.

Commentary

49. Pupils achieve satisfactorily in mathematics. Pupils with special educational needs achieve well because adults know their needs and give them very good support in lessons. Boys and girls make similar progress in lessons. Standards in the current Year 2 are average and in Year 4 are better than expected.
50. Teaching is very good in the reception Year and Years 1 to 4. Both teachers use adult support very effectively. All learning starts with lively practical activities. This particularly helps less-confident pupils understand and practise their skills and the pupils clearly enjoy these sessions. Pupils really persevere, work well together and consequently achieve well. The teachers have a good understanding of the subject and use technical terms accurately and consistently.
51. A strength of the teaching, particularly of the older pupils, is the way that the teacher matches the work to the very wide range of ability. Assessment is thorough and used very well to plan challenging work for the different groups. Marking in books is consistently accurate, thorough and helpful. Pupils receive very good ongoing feedback and guidance in lessons, with individual targets to aim for. Consequently most pupils are clear about what they need to do next to improve their work. A notable feature of lessons is the use of a plenary session where pupils can share their work and teachers check that concepts are understood and that the pupils are confident. Those that are not confident get good one-to-one support. Potentially higher-attaining pupils are given challenging extension activities.
52. The school has recognised the need to continue to develop the pupils' numeracy skills. For example, the session of opening mental computation skills is having a marked impact on pupils' confidence and ability. Throughout the school pupils are encouraged to explain their thinking, using precise mathematical language.
53. The subject is managed well by the headteacher, who is an enthusiastic and committed mathematician. He has identified the improvements needed to raise standards further and is taking appropriate steps to address them. Resources for mathematics are very good.

Mathematics across the curriculum

54. Pupils use their mathematical skills in other subjects to measure and calculate accurately. For example, pupils use graphs for census work, and co-ordinates in geography. They record measurements in science and measure dimensions in design and technology. Shapes and patterns are explored in art and design, sometimes based on work using ICT tools.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good. It is effective and challenging.
- Pupils are interested in their science lessons and they work effectively in groups.
- Attitudes and behaviour are both very good.
- ICT is not used extensively by the pupils.

Commentary

55. Pupils are enthusiastic about science and respond very positively to the encouragement of their teachers, working hard and achieving well. At the end of Year 2 in 2003, the pupils were assessed by their teacher to be well below the expected standard. Scrutiny of the work of the current Year 2 pupils shows that the majority are achieving the expected standards and that some are likely to exceed them. The work of the current Year 4 pupils suggests that most will attain the expected standard in the national tests. Marking enables the pupils to understand what needs to be done to improve their work.
56. Only one lesson of science could be seen during the inspection. This was in the Year 1 and 2 class and the teaching and learning were good. The pupils were challenged and expected to use their understanding of scientific principles and apply these to new situations. The teacher had a very good knowledge of the subject and her use of precise scientific terms was confident and accurate. Good use of questioning enabled pupils to consider the scientific issues, to discuss their ideas confidently in groups and to express them to the whole class. Very good use was made of the classroom assistants. Because of the good teaching strategies, pupils are able to make choices and decisions. Adults listen to what pupils say and show that they value their opinions.
57. Discussion with pupils shows that they are genuinely interested in their science lessons. They enjoy being young scientists and have a very good appreciation of the scientific methods. They are confident and eager to explain their work and they do so with a good grasp of the scientific vocabulary. Their positive attitudes and ability to work together in groups are both very strong features of work in science and they are able to develop their ideas well.
58. Leadership and management of science are good. The resources are very good and of high quality. Assessment is thorough and is used appropriately. Although there is some evidence of the use of ICT, it is not used extensively by the pupils, for example, to record their findings or convert them into graphs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- A well-resourced ICT room.
- A good role model for teaching is provided by the subject co-ordinator.
- No opportunity for pupils to use computers during the course of lessons in their classrooms.
- Limited application of ICT across the curriculum.

Commentary

59. During the inspection two lessons were seen with Year 1 and Year 2 pupils but none with older pupils. However, scrutiny of work in pupils' ICT folders and around the school indicates that standards are in line with the national expectation across the school and that the pupils achieve satisfactorily. Pupils have weekly lessons in the well-resourced ICT room. In Year 2, pupils enter information to create simple graphs. They use the mouse adeptly to position the cursor. Using word art, clip art and a range of fonts, they combine text and graphics. Pupils are very enthusiastic about visits to the ICT room and log on and off with increasing confidence. By the time they reach Year 4, pupils extend skills in word processing, data handling and making things happen. They take digital photographs and combine them with word and clip art to produce 'wanted posters or create pictures in the style of David Hockney. They use a variety of fonts and sizes for reports, poems, stories and book reviews.
60. The co-ordinator is developing the subject effectively and takes all pupils in the school for ICT lessons. Pupils are actively involved and well motivated by lively, well paced and very well informed teaching. As a result, they enjoy ICT and work hard to meet the challenges set for them. However, because resources are concentrated in the ICT room and pupils' learning is largely confined to weekly lessons, there is little chance for pupils to independently consolidate their skills during other lessons. It is because of this that provision and achievement is judged to be satisfactory rather than good.

Information and communication technology across the curriculum

61. During ICT lessons, pupils use word processing for English work and record mathematical data to create graphs of farm animals or favourite pets. They use software for artistic designs and to produce work in the style of contemporary artists. Currently there is limited or no access to computers in classrooms. As a result, there are few opportunities for teachers to incorporate ICT across the curriculum. The school has rightly identified this as an area for development.

HUMANITIES

Inspectors sampled work in **history** and **geography**, so it is not possible to give a firm judgement on provision in these subjects.

62. Because geography was the focus of topic work during the inspection, it was not possible to observe any **history** lessons. The scrutiny of pupils' work and teachers' planning in history show that standards are in line with the national expectation. Good cross-curricular links are made to other subjects such as geography and religious education.
63. In **geography**, a scrutiny of pupils' work and displays of current work in the classrooms, together with a discussion with the humanities co-ordinator indicate that standards attained in Years 2 and 4 are at least in line with those expected nationally. The pupils' achievement, demonstrated by their completed written work and observation of their response in lessons, is above expectation.
64. Two lessons of geography were seen, and in both of these the quality of teaching was at least good. In both lessons, the quality of learning and the standards of work achieved were good. In the very good lesson, the strengths included the very good subject knowledge of the teacher and her confident use of very extensive resources. Her skilled use of questions enabled pupils to draw upon earlier experiences and make credible comparisons of their own culture and that of a remote village in India relying upon subsistence farming. The lesson made a very strong contribution to the pupils' cultural and social development. Resources for history are good and for geography are very good. The co-ordinator has a good understanding of the requirements of the subjects and is keen to make use of local places and resources. The management of the humanities is good.

Religious education

Provision in religious education is **satisfactory**.

65. One lesson of religious education was seen during the inspection in which both teaching and learning were good. Planned topics and a scrutiny of the pupils' work indicate that essential elements of the locally agreed syllabus are covered. There was too little evidence to make an overall judgement of the quality of teaching and learning. Examples of written work in Year 2 show pupils considering the seasons and how they make us feel. They learn about special occasions and celebrations. When studying other faiths, they look at the life of a Muslim family and elements that are important to them. Work for older pupils involves discussion and role play. For example, during the inspection, Year 3 and 4 pupils identified symbolic actions when acting out a drama in the hall. They recognised actions appropriate for friendship, respect and trust, then linked these to gestures used in Christianity and other faiths. Pupils' learning is extended during assembly when they hear stories from the Bible and consider wider issues such as keeping promises. There are positive links with the local church.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It is not possible to form an overall judgment about provision or quality of teaching in **design and technology, music** and **physical education**.

66. Scrutiny of pupils' work in **design and technology** on display and photographic evidence of previous work shows that there is a good range of opportunities to design and make items, often linked to other subjects. In Year 2, where standards are broadly average, pupils investigate materials before designing and making. They evaluate the effectiveness of what they make and see if they can improve. By Year 4, standards are above those expected. Pupils use construction kits to design and make the Iron Man's car, capable of moving at different speeds, pop-up Christmas cards and moving models using split pins. They use their scientific knowledge to design a box for an electronic game and create torches. In all of these activities, pupils systematically extend their design and making skills and consider and evaluate the overall effectiveness of what they produce. Their work is valued and displayed prominently around the school.
67. It was not possible to observe any lessons of **music**, though the quality of unaccompanied singing in assembly was good. Resources for music are good. There is a good range of tuned and non-tuned percussion instruments.
68. The **physical education** teaching observed was very good. Teachers had good subject knowledge, including a clear appreciation of safety issues and the need to warm up and cool down after the lesson. Pupils and adults were appropriately dressed for each activity, helped by very clear instructions and good demonstrations and were managed well. As a result, the pupils' behaviour was very good and they took part with great enthusiasm. Resources for all aspects of physical education are good. They include an on-site learner pool for swimming. Because of the size and location of the school, opportunities for extra-curricular involvement in team games is limited.

Art and design

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

Main strengths and weaknesses

- Pupils create finished artwork of good quality.
- The range of materials and resources available to teachers and pupils is very good.
- Skills and techniques are developed as the pupils move through the school.

- Good use is made of ICT.

Commentary

69. Only one art lesson was observed, and in it the quality of teaching and learning was good. However, it is clear from a scrutiny of pupils' finished artwork and the very rich abundance of art carefully displayed about the school that teaching is good overall, the pupils achieve standards that are above expectation and they achieve well. The quality of artwork achieved by individual pupils and by classes is good. Resources are very good for drawing, painting, printing and three-dimensional work. Increasing use is being made of ICT for research and to create images.
70. The range of experiences offered to pupils is broad. They are able to experience and explore a range of activities from drawing, painting and printing to three-dimensional modelling and sculpture. The programme is designed and planned to enable the pupils to develop their artistic skills and build upon their earlier experience as they move through the school. Art and design is used to support and enhance the other subjects of the curriculum. Opportunities are taken to draw inspiration and technical skills from the art of other cultures and the work of established artists. Art and design makes a very valuable contribution to the spiritual and cultural development of the pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. No lessons or activities involving the personal, social and health education programme were seen during the inspection, and therefore it is not possible to make a judgement about provision. Teachers take every opportunity to discuss living and working together as a community and involve the pupils in making decisions. Circle time and the school's strong emphasis on social and moral development underpin this area of the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	4
Pupils' achievement	4

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

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

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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