

INSPECTION REPORT

WOODBIDGE PRIMARY SCHOOL

Woodbridge

LEA area: Suffolk

Unique reference number: 124619

Headteacher: Mr Kevin Connolly

Lead inspector: Mr Chris Green

Dates of inspection: 4 – 6 May 2004

Inspection number: 264800

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 years
Gender of pupils:	Mixed
Number on roll:	198 (186.5 full time equivalent)
School address:	New Street Woodbridge Suffolk
Postcode:	IP12 1DT
Telephone number:	01394 382516
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Pauline Hammond
Date of previous inspection:	1 December 1997

CHARACTERISTICS OF THE SCHOOL

Woodbridge Primary School is an average sized primary school. There are 198 children altogether, including 23 who attend the nursery class on a part-time basis. About 20 pupils are of ethnic minority background although very few have specific needs in English as an additional language. No pupils are in public care. There is a significant level of pupil mobility with over 20 per cent joining or leaving the school other than at the usual times of admission or transfer. As they enter the nursery class, children's skills and levels of development are those expected of most 3 year olds. In all 31 pupils in the school have special educational needs and 1 has a statement of special educational need; this proportion is about average. One in 5 pupils has a free school meal; this is above average. Census information indicates that the area served by the school has average social and economic conditions. The school received a School Achievement Award in 2002 and a Young Enterprise Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2771	Mr Chris Green	Lead inspector	English Geography History Religious Education Personal Social and Health Education
13526	Mr Richard Barnard	Lay inspector	
22421	Ms Valerie McGrath	Team inspector	Areas of Learning in the Foundation Stage Science Art Design and Technology Music
16492	Mr Robert Lever	Team inspector	Mathematics Information and Communication Technology Physical Education Special Educational Needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Woodbridge Primary School is a **good** school which has the capacity to become very good. The staff make well-informed efforts to help pupils succeed in all they do. Teaching is well planned and lessons ensure that pupils are engaged in their learning and therefore achieve well. Pupils are very well behaved and they have very positive attitudes to school. The headteacher provides good leadership. He is very well supported by the two deputy headteachers in the leadership of curriculum and learning. This senior team is effectively and constructively challenged by the governors who help in bringing about significant improvements in provision. The school applies best value principles and gives good value for money.

The school's main strengths and weaknesses are:

- The leadership and management of the school are good.
- Standards are above average in English and science.
- Pupils are able to read and write well by the time they leave the school.
- Achievement in music is a strength of the school.
- Effective teaching leads to good achievement by pupils who have very positive attitudes and behaviour.
- Where teaching is only satisfactory there is insufficient challenge and too little opportunity given for pupils to take responsibility to extend the depth of their learning.
- Some aspects of the accommodation are unsatisfactory.
- The partnerships between the school and the parents and the community are very effective in helping pupils to learn.

Improvement since the last inspection has been good. The key issues for action in 1997 have been attended to fully and the school now has appropriate planning and assessment systems. Although test results and standards in mathematics have only been maintained, standards overall have improved. Teaching has also improved with more good lessons and none which is unsatisfactory. Good provision for pupils with special educational needs has been secured and many opportunities have been taken to enrich the curriculum for pupils of all abilities.

STANDARDS ACHIEVED

Pupils achieve **well**. As a result of good teaching in nursery and reception, children achieve well in their areas of learning and, as they progress into years 1 and 2, good achievement continues. By the time they reach the end of year 2, aged 7, they are reaching average standards in mathematics, and above average standards in English, science and art. In music standards are well above average. In information and communication technology (ICT), religious education (RE) and history standards are in line with national expectations.

Standards reached by year 6 pupils have risen significantly since the last inspection, apart from in mathematics, history and RE where they have been sustained. They are above average in English, science, art and ICT, and well above in music. Those pupils who have special educational needs make good progress. Those pupils with the potential reach above average standards.

<i>Results in National Curriculum tests at the end of Year 6, compared with:</i>	<i>all schools</i>			<i>similar schools</i>
	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2003</i>
<i>English</i>	C	C	C	B
<i>mathematics</i>	D	C	D	C
<i>science</i>	D	B	B	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.*

Standards in mathematics are broadly in line with the national average and the school has made it a priority to raise standards in line with those in English and science.

Language and literacy skills are used across the curriculum and contribute well to the pupils' good achievement. The use of ICT in other subjects is common and pupils' competence is satisfactory by year 2 and good by year 6. There are sound opportunities planned for pupils to apply mathematical skills in other subjects and pupils achieve satisfactory competencies by year 6.

Provision for pupils' personal development is **very good**. The pupils have very positive attitudes towards school and behave in responsible ways. Their spiritual development is good whilst their moral, social and cultural development is promoted very well. Their attendance is above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education is **good**. **Effective** teaching means the pupils learn well. Throughout the school, teachers and teaching assistants have good relationships with pupils and know how to help them learn effectively. Careful assessments by teachers inform the planning of lessons in ways which help pupils to make good progress. Lessons are interesting and engage the pupils very well. Teachers and assistants are good at managing pupils, giving encouragement and, in most classes, using the assessment of work as the basis for constructive feedback. Where teaching is only satisfactory it lacks challenge for some pupils. There is insufficient opportunity given to pupils to take responsibility to extend their learning within and beyond lesson times.

Good provision is made for pupils of wide ranging abilities including those with special educational needs. The curriculum is well planned and is enriched by a very good range of extra-curricular activities in sport, the arts and through many community links. Pupils are very well cared for and the arrangements to help new children settle in are **very good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides good leadership. He is very well supported by the deputy headteachers in leading and managing curriculum and learning. They set very good examples in their own teaching. The governors support and challenge the school well. The school is effective in using performance data in tracking and identifying improvement priorities. It has a well conceived school improvement plan to raise standards and secure better achievement and rates of progress. The governing body fulfils its statutory duties very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The large majority of parents are very happy with the school and nearly all feel that their children like school, that teaching is effective and that this results in good progress. Inspection findings confirm these views. Parents support the school's work. A high proportion of parents and friends assist regularly in school. Children's views are very positive; they feel that the school council gives them the chance to influence things, they like the teachers and feel they are treated fairly.

IMPROVEMENTS NEEDED

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

1. Where teaching is only satisfactory make it more challenging by giving greater opportunity for pupils to take responsibility to extend the depth of their learning.
2. Improve classroom accommodation for years 3, 4 and 6 and the space for ICT which are unsatisfactory.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **good** and standards reached are **above average**.

Main strengths and weaknesses

- Children achieve well in the nursery and reception classes.
- Standards are above average in English and science and pupils read and write well by the time they leave.
- Pupils are very good at practical investigations in science and explain things very well.
- Standards in art and ICT are above average and in music they are well above.

Commentary

1. Since the last inspection in 1997 standards have improved significantly. The trend in the standards achieved in year 6 shows a significant improvement since the last inspection, and is above the national trend.
2. As children enter the nursery, their social skills and their levels of language and mathematical development are in line with those of most 3 year olds. As a result of good teaching, the children achieve well in the areas of personal, social and emotional development, communication, language and literacy and mathematical development. The majority leave the reception class having achieved the 'early learning goals', the standards expected for their age.

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

Standards in:	School results	National results
Reading	14.7 (16.1)	15.7 (15.8)
Writing	14.3 (14.4)	14.6 (14.4)
Mathematics	15.9 (15.8)	16.3 (16.5)

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

3. The table above shows that results in 2003 at the end of year 2 were slightly below the national averages in reading, writing and mathematics. However, inspection findings are that pupils read and write well, are able to explain their work in English and science accurately and achieve well. Standards in mathematics are in line with national expectations but they are not as high as they are in English where standards are above average. Pupils with special educational needs (SEN) achieve well and make good progress towards the targets in their individual education plans in all subjects.

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

Standards in:	School results	National results
English	27.0 (27.2)	26.8 (27.0)
Mathematics	26.0 (27.4)	26.8 (26.7)
Science	29.6 (29.6)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

4. The table above shows that in 2003 the performance of pupils at the end of Year 6 was above national averages in English and science but below in mathematics. Inspection findings confirm these standards for English and science. Present standards in mathematics are judged to be broadly average when compared with schools nationally and are improving. Good achievement results from teaching which is both challenging and supportive. Pupils with English as an additional language achieve well
5. Pupils make good progress. Those with the potential to do well reach above average standards in English and science. Speaking and listening skills for boys and girls are well developed in most subjects. In science pupils are able to perform and explain practical investigations well and are able to talk about their findings with confidence.
6. Pupils with SEN make good progress against specific targets and goals. They do well when receiving extra support and teaching appropriately matched to their needs. They are fully included in all school activities and are achieving well.
7. Pupils are making steady progress and reaching above average standards in art by years 2 and 6 and in ICT by year 6. Standards in music are well above average. Standards are average in history and RE. Insufficient evidence means that firm judgements about standards in the other subjects cannot be made but, from the observations of pupils' work, it appears that standards are at least in line with what should be expected.

Pupils' attitudes, values and other personal qualities

Provision for pupils' personal development is **very good**. Pupils have **very good** attitudes to school and they behave **very well**. Attendance is **above average** and punctuality is **good**.

Main strengths and weaknesses

- Pupils like school and are very enthusiastic.
- Pupils are confident, articulate and very keen to take on responsibilities.
- Moral, social and cultural development is promoted very well.
- Relationships are very good.
- Behaviour in lessons and around the school is very good.

Commentary

8. Standards have improved since the previous inspection. Throughout the school pupils show very positive attitudes in lessons. They concentrate very well, show a very good interest in their work and try hard to please their teachers. Their own motivation has a strong impact on their achievement.
9. Parents and pupils themselves say they enjoy school and this is evident in the very good interest they show towards the life of the school and their very keen attitude to the range of activities provided outside lessons. For instance over 20 pupils were very keenly practising their tennis skills an hour after the end of the school day. The school teams are very successful in football and netball, as the pupils are keen to report themselves in newsletters. Their enjoyment of learning and expression of feelings is typified by a comment made by a year 4 pupil, "I loved studying World War 2. It made me appreciate going to the shops and just buying a bunch of bananas."
10. The school builds well on pupils' positive attitudes through the very good provision for their moral, social and cultural development. Pupils show high levels of confidence and responsibility. Personal development is enhanced by the very good opportunities to take part in drama and musical performances. The very effective school council, with the regular rotation of membership, allows all pupils to develop confidence and become more aware of how to develop as a good citizen. This is developed further very effectively in personal, social and health

education (PSHE) lessons. For instance pupils in year 2 show very mature attitudes in relation to safety and the danger of water. An interest in music, poetry, art and multi-cultural aspects of life is encouraged very well, especially in displays around the school.

11. Relationships throughout the school are very good. Pupils co-operate very well with each other in pairs and groups helping them develop their learning skills very well. All members of staff including the headteacher set very good role models with their friendly and respectful approach to pupils. One pupil reported, "There is no-one I don't like in this school." Pupils with learning difficulties form good relationships with teachers, support staff and each other. When they are supported they increase their confidence and self esteem.
12. Behaviour in lessons, around the school and at playtimes is very good. Pupils and parents say there is no serious bullying, racist or sexist behaviour and minor incidents are dealt with quickly and effectively. This is confirmed by the lack of any exclusions over the last two years. Pupils know right from wrong and know what to do if minor squabbles or accidents happen.

Attendance

13. Attendance levels are above the national average. Punctuality is good and lessons start on time. Procedures to record and monitor attendance are good and parents follow them well ensuring that there are very few cases of unauthorised absence. Parents and pupils appreciate the importance of regular and prompt attendance in relation to education.

Attendance in the latest complete reporting year (95.2%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
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.

14. There have been no exclusions in the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Teaching and learning are **good**. Curriculum provision is **good** and extra-curricular opportunities are extensive and enrich the pupils' learning **very well**. Pupils are **very well** cared for, guided and supported. Links with parents, schools and the community are **very good**.

Teaching and learning

Teaching, learning and assessment are **good**.

Main strengths and weaknesses

- Teaching lacks challenge for some pupils because they are not asked to extend their work.
- Teachers have a good command of the areas of learning and the subjects they teach and plan their lessons in ways which help pupils to learn effectively.
- Teaching methods and resources are varied; these are effective in helping pupils to achieve well.
- Teachers and teaching assistants encourage and engage their pupils well.
- Good relationships lead to the pupils having very good behaviour.

Commentary

15. Teaching and learning have improved since the last inspection. As the table below shows, there is now no unsatisfactory teaching and a very high proportion, 72%, is good or better. Teachers have good knowledge of their work. The teaching is effective because it is well planned to meet the different learning needs of pupils, and lessons are presented in varied and interesting ways using high quality resources. The teaching leads to good learning with pupils achieving well.
16. In most lessons the pupils are challenged appropriately by their teachers. However, in the minority where the teaching is only satisfactory, not all the pupils are challenged enough. Insufficient opportunity is given to groups of average and above average pupils to take responsibility to extend and record their work, both in lesson time and for homework.
17. Pupils respond particularly well to the very good teaching which occurs in 1 in 5 lessons throughout the school and most often in years 2 and 6. In these and in the good lessons teachers use an effective range of teaching methods. They mix speaking, listening, reading and writing, setting the pupils lines of enquiry and practical investigations, role play and creative activities. Questioning provokes extended thought and answers. They recognise good opportunities to reinforce skills of literacy and ICT in different subjects. Teachers generally use appropriate methods to enable pupils identified with special educational needs to learn effectively. Teachers are aware of the targets set out in individual education plans for learning and plan against these for lessons. Teaching assistants provide effective support which helps pupils to learn basic skills.
18. Appropriate expectations, well matched to the levels of the pupils' previous achievements, cause pupils to be interested and become engaged in what they have to learn. Good relationships secure very good behaviour from the pupils. Although teachers are careful to give boys and girls similar opportunities to respond and to develop ideas in class and group discussions, it is usually the boys who contribute more readily. Teachers are very aware of the need to secure good achievement for boys and girls.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	8 (21%)	20 (51%)	11 (28%)	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.

The curriculum

The school's curriculum provides **good** opportunities for pupils' learning. Opportunities for enrichment in activities outside lessons are **very good**. Staffing and learning resources are **good**. Accommodation is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum is well planned.
- Much is on offer to provide learning outside the school day and extend pupils' interests.
- The school provides well for pupils' personal development.
- Provision for pupils who have special educational needs is good.
- Accommodation is unsatisfactory.

Commentary

19. The curriculum meets requirements for all subjects. Planning of the curriculum is good. Literacy and numeracy are well planned against national strategies and other subjects in line with national guidelines. This ensures skills are taught progressively. The school is establishing valuable links across subjects but often the work in each aspect lacks real depth. Too much is attempted in a single lesson.
20. There is a very good range of activities outside the school day. Sporting activities are extensive and pupils have the chance to represent the school in many of these. There is very good participation in the arts, and music is a real strength of the school.
21. Pupils' social skills are well developed and this results in very good behaviour and attitudes. The school council gives opportunities for real consultation and opportunities are given for pupils to talk about things that affect them. Sex and relationships and drugs education are taught in PSHE and in science.
22. Overall the school provides well for its range of pupils. It takes account of pupils' special needs and disabilities and particular gifts and talents. The curriculum is appropriately organised. Arrangements for using individual education plans are effective in ensuring needs are well met whilst enabling pupils to have access to the whole curriculum. Teaching assistants are experienced and receive training within and outside school. The school provides a good ethos where pupils confide in each other and staff.
23. Accommodation for SEN is satisfactory. There is an area in the library where pupils can be withdrawn to be taught individually or in groups. Most support takes place in classrooms. Resources for special educational needs are satisfactory.
24. Approval has just been given to build a new school. Present accommodation means some classrooms are cramped. The computer suite does not really allow full classes to be taught. The hall is a thoroughfare and limits physical education. Cramped conditions restrict the curriculum and learning in the nursery.

CARE, GUIDANCE AND SUPPORT

The school takes **very good** steps to ensure pupils' care, welfare, health and safety. **Good** support, advice and guidance are provided to each pupil. The school involves pupils **very well** in its work and development.

Main strengths and weaknesses

- There are very good procedures for child protection, health and safety, and first aid
- A very caring and inclusive ethos pervades.
- Pupils are helped to feel very well involved in the school and are valued.
- There are very good induction arrangements.
- There are effective systems to monitor and support academic and personal development.

Commentary

25. The provision of care at the school is very good and an improvement on the previous inspection when it was judged to be good. Close attention to health and safety, child protection, fire precautions, risk assessment and first aid procedures ensures pupils work in a safe and healthy environment. Governors have established very thorough and effective measures to cover all aspects of health and safety at the school. Parents and pupils agree that the school takes very good steps to provide a very safe and caring environment in which every child can flourish.

26. The strong family ethos ensures that pupils feel valued and cared for. The needs of the child are of paramount importance to all staff. This has a very positive impact on pupils' attitudes to learning and high levels of maturity and confidence.
27. Members of staff listen to and value the opinions of pupils very well. Pupils feel that members of staff listen to what they say, for example in relation to the development of playground games through the school council. Older pupils are trusted and treated like adults.
28. There are very good induction arrangements for children both as they join the reception class and for those who join later. This enables pupils to settle quickly and form very positive relationships and make good progress.
29. Educational support and guidance is good. Pupils are confident about their move to secondary education. Advice and guidance is based on good assessment information. Members of staff know the pupils very well and this allows them to support their personal development well. Records are thorough and well maintained. The school uses assessment data from teachers and from a range of tests to inform target-setting procedures in individual education plans. Assessments made on entry to school enable early identification of pupils needing extra support.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has **very effective** links with parents and the local community. Links with other schools are **very good**.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Very good information is provided to parents.
- The school is very well involved in the local community.
- Very good links with local schools benefit pupils.

Commentary

30. Provision has improved since the previous inspection. The strong partnership between the school and parents has a very positive impact on pupils' attitudes to school and their achievements. Parents ensure their children attend regularly and promptly. They provide valuable support in the classroom. For example, in a year 2 science lesson 2 parents helped pupils to extend their research skills in the ICT suite and book research area. The 'Friends of the School' provide a very valuable range of fundraising and social activities.
31. The school builds on parents' interest and enthusiasm very well by providing them with very good information about their children's progress. They encourage them to be involved in their education. Annual reports are very informative about progress, standards and effort and also indicate specific targets for development and how parents may help. In particular the reception class reports, with their regular updates starting in the autumn term, are very useful and appreciated by parents. Newsletters are very informative about school activities and encourage parental involvement. Members of staff are accessible and approachable. Very good relationships with parents enhance the family ethos of the school. Parents of pupils with special educational needs are encouraged to be involved in identifying their needs and providing support. They are well informed and are generally supportive. They speak highly of the support their children receive. There are positive links with outside support agencies.
32. The school supports and is supported by the local community very well. Pupils are involved in a range of local and church events and the school uses the local area well to support learning. The school is used for activities such as Family Learning, Scottish dancing, yoga and a choir. The school regularly advertises local events in newsletters and encourages family involvement in these.

33. The partnership with the local secondary school ensures pupils are very well prepared for their move to secondary school. Parents are very positive about how their older children have settled quickly. Science and ICT facilities at the secondary school provide very good experiences for older primary pupils before they transfer. The local cluster of schools is effective in furthering opportunities, for example in providing sporting activities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The governance of the school is **good**. The effectiveness of management is **good**.

Main strengths and weaknesses

- Good leadership and management is provided by the headteacher.
- Governance provides effective support and challenge.
- The leadership of curriculum and learning is very good.
- Good management and administration ensures the smooth running of the school.
- Strategic planning focuses effectively on the long term development of the school.

Commentary

34. Since the last inspection improvements have been well led. Leadership and direction has been good. A lean, efficient and effective structure to leadership and management has evolved under the steer of the headteacher. He has managed a number of competing priorities well, and the agenda for development, whilst realistic, is ambitious. In some aspects, when compared to national measures, the performance of the school has not improved as much as the leadership had planned. Despite this the headteacher and senior staff have shown good judgement and perseverance in pursuing correctly identified priorities and actions.
35. The governors support and challenge the school appropriately and take a keen interest. Their committees are well organised and close contact with the work of the school is maintained through direct involvement and from regular reporting. Governors have a thorough understanding of the issues the school faces, particularly with regard to the raising of standards further in mathematics and improving the accommodation. Finances are monitored regularly and resources are identified for key educational priorities. For example, plans for building a new school are well advanced and innovative work has started in shaping the next cycle of the school improvement plan. Statutory duties are conscientiously fulfilled.
36. The curriculum and learning are very well led by the two deputy headteachers who each carries substantial curriculum responsibility. They go about their tasks with confidence and high professionalism and receive good support from the curriculum leaders and the special educational needs coordinator. The leadership team have enthusiasm and drive. The teachers and assistants respond well to their lead. Leadership and management of special educational needs, areas of learning and subjects are good. The special educational needs co-ordinator (SENCO) is knowledgeable and gives good support to colleagues. He keeps accurate records of pupils' progress and keeps the required documentation in good order. However, on balance, the SENCO and subject leaders have insufficient time allocated for their roles when compared to the staffing resources deployed to nursery and reception. The professional development programme for teachers is of good quality. Newly qualified teachers receive good induction experiences to the school and feel well supported.
37. The school has well embedded management and administration systems which work well and free governors and senior staff to consider important priorities, necessary action and strategic planning issues. Proper attention has been paid to the longer term development of the school. Whilst there have been dips in the performance of pupils in particular years the governors and senior staff have not been deflected from their priorities. These are about securing real

improvements for all pupils and maintaining this trend of improvement over the longer term. The governors use best value principles in their strategic development planning and maintain a balanced budget.

Financial Information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	559,026
Total expenditure	547,796
Expenditure per pupil	2,766

Balances (£)	
Balance from previous year	18,387
Balance carried forward to the next	11,230

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in nursery and reception classes is good because children receive good teaching overall. The accommodation, however, is unsatisfactory, and this constrains children's achievement in some areas of learning. Leadership and management are good. However, given the number of children admitted each term, there is an over generous ratio of adults to the number of children in school at particular times. This deployment of staff is less than effective. There are good procedures in place for monitoring children's progress. Families are made very welcome from the outset at induction to the nursery. These positive relationships support children's emotional development very well. The school has acknowledged the need to make the nursery admissions policy accessible to parents, and to be more consistent with the information included in nursery and reception reports.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area is **good**.

Main strengths and weaknesses

- Very clear expectations lead to good achievement and very good behaviour.
- Children are encouraged to take responsibility for their own physical needs leading to good independence.
- Lack of space limits aspects of learning.
- Welcoming and supportive relationships lead to good emotional development.

Commentary

38. Adults in the nursery and reception set clear expectations for the children and this encourages the children to behave very well.
39. There are regular opportunities for children to develop independence as they engage in play in both nursery and reception classes. Good management of very constrained space enables children to develop perseverance as they use construction toys, sand, water, paint and malleable materials.
40. The range of equipment available in each area is limited because there are insufficient storage and display areas. This constrains opportunities for developing children's initiative and autonomy. Lack of space also constrains opportunities for children to work collaboratively on larger paintings, collages or constructions.
41. The very positive relationships between staff and children promote very good attitudes to learning and behaviour. High expectations are set for following instructions, and the routine offers a good balance of child initiated and adult led activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** and children achieve **well** in reading, writing, speaking and listening.

Main strengths and weaknesses

- By the end of the reception year standards are above those expected for their age in communication, language and literacy.
- Enjoyment of books is promoted very well.
- Good teaching leads to good progress in children's independent writing.

Commentary

42. Good achievement in reading is promoted well by good teaching and good use of resources and by the end of reception standards are above those expected for children of this age.
43. A wide range of well-selected books enables children to regularly share books with adults at home and at school. Books are well organised, enabling children to enjoy texts which are well matched to their reading skills. There are stimulating opportunities for sharing books when using the listening station and when listening to adults read stories. Reception children develop a good understanding of how pictures, rhyme and sentence patterns can help them predict words.
44. A very stimulating writing area engages nursery children well in drawing, writing, cutting, sticking and making. Reception children are given good individual support to use their knowledge of sounds and letters to build words and sentences. The majority are able to write, using plausible spelling and simple punctuation. Children respond well to questions, and express their views and feelings well. Occasionally there are missed opportunities for promoting children's talk when children are waiting their turn, or when they are expected to listen for too long. Good use is made of role-play for promoting speaking and listening, and in turn writing. Role play is also a strong feature of the learning opportunities which occur in the nursery outdoor area, where children buy ice creams and play at gardening.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching leads to above average standards.
- Children of all ability groups achieve well, benefiting from very good levels of adult support.

Commentary

45. In the nursery children are encouraged to count for meaningful purposes in their daily routine. For example, they count at snack time and when clearing away equipment. They read numerals when fishing for numbers, and enjoy counting when threading cotton reels and using coins. In reception children demonstrate good learning as they read and order numbers to 10 or 20. The majority of children record simple addition number sentences, writing numerals and maths symbols correctly. They recognise and name shapes, and describe the number of sides and corners.
46. This shows standards are above those expected for their age and good achievement overall. Teachers' planning maximises the use of resources and ensures all ability groups are challenged well. Very effective use is made of a nursery nurse, student and voluntary helpers, who make a very positive contribution to children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

47. No lessons were observed in this area of learning and therefore it is not possible to make an overall judgement on provision. In the nursery garden very good use is made of limited space to

encourage children's observations of living things. Plants have been well selected to attract insects, a miniature covered pond has been created, and a tiny 'forest' creates a place to hide and explore. There are tubs for growing bulbs, and children are encouraged to care for plants. This environment stimulates high levels of interest. Children talk about their observations enthusiastically, 'We're watering them to make the flowers come out'. Unfortunately the reception garden does not have the potential to be developed to offer a similar degree of stimulus for observing the living world. Children confidently use a computer to move images and to select answers in word and number games. They show good understanding of how to control a tape recorder when listening to stories.

CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities for promoting imaginative play.
- Lack of space constrains children's creative responses.

Commentary

48. Children learn how to print, paint, make models using dough and use collage materials. They develop good control of tools and materials as they cut and stick. There was a good stimulus for creativity when children watched the teacher use a play boat on a mirror 'sea'. They observed how the reflection could be changed and sang about the 'Big Blue Boat'. Some children were disappointed when they could not paint their sea pictures immediately after the demonstration, because there was only room for four children to paint.

49. Despite good teaching, the pace of learning is impeded by unsatisfactory accommodation. There are few examples of children working collaboratively on large scale art projects, again due to lack of space. Children play chime bars and percussion instruments in the nursery garden, they regularly join in songs and listen to recorded music. Both classrooms have dedicated areas for art, and in the nursery children select from a good range of materials when making their own pictures.

50. Good learning opportunities in role-play promotes children's understanding of characters and events in stories well, and enables children to act out roles they have observed. For example in the cafe and ice cream parlour they order, buy and serve each other confidently. Children also play imaginatively when they use play people, construction toys and puppets, often taking on the roles of characters they know from books. Standards by the end of the reception year are in line with expectations for their age and children's achievement is satisfactory.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Maximum use is made of equipment in the nursery garden, but lack of space restricts children's achievement.
- Unsatisfactory resources and insufficient space in the reception outdoor learning environment constrains children's achievement in physical development.

Commentary

51. Standards in physical development are in line with expectations for their age by the end of the reception year. Whilst every effort has been made in the nursery garden to provide opportunities to climb, balance and control wheeled toys, these opportunities have not been developed in the reception garden. For both classes the space available is a major constraint, leading to satisfactory achievement overall. Space is too constrained for children to control changes in direction and speed so classes also use the hall for physical development.
52. Teaching in these sessions is satisfactory. Children use small apparatus to practise throwing and catching with increasing accuracy. There are missed opportunities, however, for developing children's use of space, imagination and co-ordination when their movements are limited to copying the actions of adults. The planning guidance used for games lessons does not take full account of the national guidance for teaching nursery and reception children. Children's manipulation skills are well developed through a wide range of activities involving constructing, cutting, drawing and modelling with clay and dough.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The leadership and management of English are very good.
- Good teaching and learning helps pupils to achieve well.
- Pupils can read and write well by the time they leave the school.
- Teachers have very good subject knowledge.
- Teaching assistants support the pupils' acquisition of literacy skills well.
- Pupils are not challenged enough to work independently.

Commentary

53. Standards have improved significantly since the last inspection. In 1997 they were judged to be sound whereas they are now above average. The subject is very well led and managed. The co-ordinator monitors the subject carefully to ensure that the classes follow the national guidance for literacy and that the progress the pupils make is built upon year by year. The subject has been given a high priority in the school's improvement plan to secure this progress.
54. Pupils achieve well because of good teaching and learning across the school. Teachers ensure that pupils with differing abilities in language and literature make good progress. This leads to pupils behaving very well and having good relationships with adults and children in school.
55. Pupils have very good speaking and listening skills and achieve well. They are encouraged in this by teachers' good questioning techniques. From year 1, teachers insist on well formed handwriting and teach the basics of reading thoroughly. The teaching of reading and writing are high priorities. By the time the pupils are in year 6 they are able to read and write well and they reach standards which are above average. There is no significant difference between the achievement of boys and girls, although staff are aware that the boys do often present responses more readily than girls. The few pupils with English as an additional language achieve well and enjoy their work in English.
56. Teachers have very good knowledge and understanding of the teaching of English. Careful use is made of the assessment and marking of pupils' work to inform future planning in English and across a range of subjects. With able support from their teaching assistants pupils are able to write substantial pieces of work with interesting and complex sentences which build upon their

prior achievements. Parents are rightly of the opinion that the teaching of reading and writing overall is good.

57. Teaching assistants support the pupils in their acquisition of literacy skills well. In those lessons where the teaching is only satisfactory, not all pupils are challenged enough. The average and above average pupils, particularly, are not expected to extend their writing sufficiently. Analysis and interpretation of ideas are infrequently developed and too little opportunity is given for pupils to work independently.

The use of language and literacy across the curriculum

58. Examples of language and literacy skills being used effectively are found in most subjects. Planning makes references to how literacy opportunities may be used. In science, questioning and hypothesizing skills are well developed. In ICT, technical expressions are used precisely by pupils and in RE the ideas and beliefs held by others are expressed in carefully constructed words and sentences. The recording of work in English, science and history shows that various styles of writing are being developed for different purposes at appropriate levels throughout the school. Displays of pupils' work and materials on classroom walls prepared by teachers and assistants often have a literacy emphasis and these support learning effectively.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Management of mathematics is very good.
- Teaching is good in years 1, 2 and 6.
- Standards are improving.

Commentary

59. There has been a trend of rising standards over the last five years when pupils leave the school. Present standards are judged to be broadly average when compared with schools nationally. In year 2 the percentage of pupils working at above average levels is higher than normally found and in year 6 it is more typical. Pupils are achieving satisfactorily across the school in line with their capabilities.

60. The quality of teaching and learning is satisfactory overall. It is particularly strong in years 2 and 6. All teachers insist on high standards of behaviour and there are good relationships. This leads to pupils being attentive and learning well. In the best lessons the teachers use interesting strategies. For example, in a very good year 2 lesson the use of "picture sums" immediately grabbed pupils' attention and imagination. They were enthusiastic about demonstrating "undoing" on a number line.

61. The coordinator is very skilled and has been identified by the authority as a leading mathematics teacher. Strengths and weaknesses in the subject are identified and there is a very clear view of what needs to be done to raise standards. Teaching has been monitored and a detailed analysis of all available data is available. The coordinator has raised mathematical awareness with parents and encouraged them to work with their children. She has been instrumental in beginning to raise standards and closing the gap between the levels pupils reach in mathematics and those higher levels in English and science.

The use of mathematics across the curriculum

62. There are satisfactory opportunities to use mathematics in other subjects. There are time lines in history and data collection and graphical representation in science. Pupils measure accurately

in science and DT. ICT is well used for many areas of mathematics, which extends pupils' learning in both subjects. In year 4 pupils write mathematical procedures to control the movement of a 'turtle' on a computer screen. In year 3 they use a spreadsheet to record findings from investigating the absorbency of materials and then graph their results.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average.
- Teaching and pupils' achievement are good.
- Good opportunities for learning through practical activities promote good attitudes and behaviour.
- Teachers' marking is variable.
- Leadership provides a good role model and effective curriculum guidance.

Commentary

63. Standards have improved since the last inspection. In 1997 they were in line with national standards and now they are above. This shows good achievement and progress. National test results show that pupils in year 6 attained above average standards in 2003, and these have been sustained.
64. Teaching is good overall, and in some classes is very good. In year 2 emphasis was placed on developing pupils' observation skills as they researched information and classified plants. In year 4 pupils were well engaged in a wide range of activities for finding out how electricity works. Year 5 pupils explored how sound can be changed and in year 6 pupils designed a test for measuring the effect of wire length on the brightness of a bulb. Whilst the science lessons observed offered a wide range of practical opportunities for exploration and observation, there were some missed opportunities for developing pupils' own hypotheses. There were few opportunities for pupils to raise science questions before carrying out tests to try out their own theories.
65. Pupils of all abilities respond well in paired and group practical tasks, enjoying good support from teaching assistants and teachers. Support and guidance through marking, however, is variable throughout the school. This needs to be developed in some classes in order to help pupils understand how they can improve their work, and to set higher expectations for the quality of presentation and writing.
66. Management, including the use of test data to identify strengths and weaknesses in science provision, is good. The monitoring of teaching, in order to promote more consistency in the quality of teaching, learning and achievement, is satisfactory and is an area identified for further development. Curriculum guidance is effective in helping teachers do well and the co-ordinator provides a good role model for other teachers and assistants.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Major strengths and weaknesses

- The curriculum is good as it is broad and balanced.
- Teaching and learning are good and pupils are achieving well.
- The subject is well led and managed.
- The computer suite is cramped.

Commentary

67. All aspects of the subject are covered and pupils reach standards in line with expectations for their age. The use of text and graphics is a particular strength across the school and there is good development of control technology which culminates in year 6 pupils understanding the difference between timed and monitored events. They can create a control sequence and recognise how inputs cause events to happen.
68. Overall in the lessons seen, good teaching supports pupils' learning well. Pupils are learning new skills and all boys and girls are achieving well. In a year 2 English lesson pupils confidently used e-mail to send their riddles to a BBC site. Staff have completed national training and are competent users of ICT.
69. The coordinator is knowledgeable and provides good support for colleagues. She has ensured that work is planned to cover all strands and that pupils now build systematically on their skills. She has a clear vision of what needs to be done to move the subject on.
70. The computer suite is too small for a full class to have adequate 'hands on' opportunities. Pupils are mainly taught in groups. The new school will offer a much improved facility.

The use of ICT across the curriculum

71. Word processing supports the whole curriculum and data is handled in mathematics. In English pupils regularly combine text and graphics. In most subjects CD ROM or the internet are used to find things out and e-mail is used to communicate. In science good use is made of sensing equipment. For example, in very good year 6 lessons pupils use light sensors in their investigations and graph their results.

HUMANITIES

Geography

72. It is not possible to make an overall judgement about provision in geography as, due to timetabling arrangements, no lessons were seen during the inspection. However, from teachers' planning and work completed by pupils, it is evident that standards are at least in line with national expectations and that the school meets requirements in this subject.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Lively discussions help pupils to gain knowledge and satisfactory achievement.
- There are too few opportunities for pupils to extend the depth of their work.

Commentary

73. Standards have been maintained since the last inspection. Teaching is good in capturing pupils' interest and securing satisfactory learning and achievement. Teachers are confident about teaching history and encourage pupils in handling appealing resources. This leads to lively discussions that allow pupils to express opinions very effectively. In a history lesson for pupils in year 2, the teacher had carefully assembled a collection of old photographs of beach life around 1900 and challenged pupils to decide what had changed and what continued to be similar today. The lesson succeeded in helping pupils gain knowledge of the past by using observation and interpretative skills. In a well-organised lesson for pupils in year 6 the pupils were working as

archaeologists and attempting to find out about life in the Indus Valley 4000 years ago. They described the likely functions of replica tools and artefacts from the period. This resulted in good discussion and learning about the way historians approach their work.

74. These lessons and analysis of pupils' past recorded work, however, reveals a lack of extension and depth in much of the pupils' historical investigations. Much of the pupils' writing reflects little independent thinking and extended argument. The work set for pupils, whilst matched to their prior attainment, is not sufficiently demanding in its depth and too little responsibility is placed on pupils to develop ideas beyond mere description.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Achievement is in line with that normally expected for pupils aged 7 and 11.
- Pupils are sensitive to the ideas raised in RE and learn to use language carefully.

Commentary

75. Standards have been maintained since the last inspection. Pupils' achievements are satisfactory due to the teaching and learning of the school's RE curriculum which is drawn directly from the local Agreed Syllabus. Pupils have awareness of factual knowledge about world religions and festivals. They listen to ideas with interest and speak up readily. They choose their words carefully and with sensitivity when talking and learning about the different behaviours and practices that characterize different religious beliefs.

76. Teachers encourage pupils to think about religious ideas and draw on examples that are both close to and distant from the pupils' lives. For example, year 3 pupils form questions about mysteries of life and creation and can attempt to explain why natural objects are made as they are. They are able to explain the differences between answers which have a scientific basis and those that are based on more personal beliefs and ideas. Pupils' factual knowledge is good. Analysis of pupils' work, however, found that ideas are not developed to a sufficient extent. Too often good ideas, sensitively expressed by pupils, are left at that level. There are insufficient opportunities for pupils to take responsibility to extend the depth of their thoughts in writing and art forms.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

77. Art and design was sampled during the inspection, but not in sufficient detail to provide a judgement on provision. The scrutiny of pupils work indicates that standards have improved since the last inspection, and are now above those expected by the age of 7 and 11. There has also been good improvement in the planning guidance for teachers, and in the range of media used.

78. The curriculum is now broad and stimulating. It builds skills and knowledge on previous learning. This leads to good achievement over time. Very good resources enable teachers to draw on a wide range of artists' work to develop pupils' awareness of how observations and techniques can be applied to their own creative responses. For example, in year 5 pupils created collages in the style of famous artists to communicate something significant about themselves. They developed techniques of layering, staining and overworking materials in the process. There are good opportunities for evaluating their own and each other's work. The regularly changed Art Gallery, displayed around the hall, seeks pupils' views about the work displayed. Good opportunities are offered for pupils to investigate and combine materials, showing above average competencies in

the control of tools and techniques. For example in a year 3 lesson pupils were making collographs (printing blocks with raised designs) to print on to dyed fabric squares, which they had dip-dyed in the previous lesson.

79. These improvements reflect very good leadership and management. The art and design subject leader strives to give the subject a high profile within the school, and has effectively motivated and empowered colleagues to implement a very good scheme of work.

DESIGN AND TECHNOLOGY

80. No lessons were observed in design and technology so it is not possible to make a firm judgement about provision. Evidence in teachers' planning shows that pupils are given opportunities, design, make and evaluate in a wide range of contexts. These include food technology, using fabric and a range of fasteners, and using a range of mechanisms to make models move. Indications are that above average standards are achieved by year 6. Pupils made effective and creative motorised vehicles, based on individual designs. The Jack in the Box models completed by year 4 are also of an above average standard. Pupils used simple pneumatics to create movement, and had used their own designs to decorate their models well. Pupils in year 2 had attached moving wheels and axles to cardboard vehicles. All the displayed work showed the use of precise measurement, careful joining of materials, and appropriate choice of materials for the task. This indicates an improvement in standards since the last inspection.

MUSIC

Very good teaching leads to **very good** achievement and **well above average** standards in music.

Main strengths and weaknesses

- A highly motivating and enriched curriculum leads to standards well above those expected for pupils by the age of 7 and 11.
- Pupils demonstrate very positive attitudes to learning.
- Very good use is made of resources and visiting musicians, resulting from good leadership and management.

Commentary

81. Teaching and learning are very good. A specialist music teacher confidently delivers exciting lessons and encourages over half of the pupils to learn an orchestral instrument by year 6. Other visiting musicians make a very positive contribution to enriching the curriculum. They teach brass, string and percussion instruments, and an enthusiastic voluntary pianist accompanies singing practices for whole infant and junior groups. The quality of singing throughout the school is well above average. Pupils perform very confidently demonstrating very good control of pitch and rhythm, and their diction is very clear. This leads to well above average standards in musical performances.

82. Well-planned lessons offer good opportunities for composing, evaluating and performing music. By year 6 pupils use musical notation to record their compositions. After listening to 'Fanfare for Common Man', they used a range of instruments including trumpets and chime bars to compose and perform their own fanfares. By year 2 pupils can sing in unison and parts. They can compose rhythms collaboratively, using a wide range of percussion instruments. They can record their music using improvised notation and can repeat their compositions as echoes. Provision for all groups of pupils, including those with special educational needs, is very good.

83. Pupils have extremely positive attitudes. As a result of good leadership, pupils are highly motivated and excited about the broad range of musical opportunities offered to them. Visiting musicians and access to a wide range of resources add to the variety and interest.

PHYSICAL EDUCATION

84. No lessons were observed during the inspection so it is not possible to judge provision, standards or teaching and learning. Evidence indicates that pupils have the opportunity to cover all elements of the subject. Pupils take part in a good range of sporting activities. There are clubs for football, cricket, athletics, tennis, tag rugby and dance. Pupils have appropriate opportunities to represent the school in teams. Facilities are unsatisfactory. Classrooms come off the hall and doors open outwards. It is a thoroughfare and this can disrupt lessons. The playing field is a distance from the school and this limits its use, particularly for younger pupils. The school's swimming pool enables the school to offer swimming from nursery to year 4. Older pupils use a local pool. By year 6 pupils can swim at least 25 metres unaided.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- A clear and well constructed policy is well embedded in the life of the school.
- There is good planning and practical emphasis is given to the subject for all age groups.

Commentary

85. The school's high commitment to developing the pupils' personal, social and health education is clearly guided by a constructive policy. There is an extensive range of activities which are well embedded into the subjects of the curriculum. For example, within the Victorian topic in history, pupils study the issues of human rights, and assembly times deal with these issues in contemporary settings. Pupils receive appropriate teaching in respect of sex and relationships education and interpersonal skills in PSHE lessons and in other subjects. Drugs awareness education, for example, is set within the science curriculum.

86. Good medium and long term planning for PSHE ensures progress in pupils' learning and development. The relationship between the school, the school council and the class councils help pupils to learn from an early age how to balance their rights as individuals with their responsibilities as citizens. Education for citizenship is considered carefully and planned appropriately. Examples of practical experiences include organising book days and charity fundraising events, rearranging lunchtimes and contributing to the planning of the new school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).