

INSPECTION REPORT

**BLAKESLEY CHURCH OF ENGLAND PRIMARY
SCHOOL**

Towcester

LEA area: Northamptonshire

Unique reference number: 121959

Headteacher: Mrs D M Hiatt

Lead inspector: Mrs H Evans

Dates of inspection: 11 – 13 October 2004

Inspection number: 266444

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	87
School address:	The Green Blakesley Towcester Northamptonshire
Postcode:	NN12 8RD
Telephone number:	01327 860257
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Lynda Maude
Date of previous inspection:	19 April 1999

CHARACTERISTICS OF THE SCHOOL

Blakesley Church of England Primary School is smaller than most other primary schools with 44 boys and 43 girls aged between 4 and 11. Currently about 4 per cent of pupils are in receipt of free school meals and this is lower than in most other schools. The proportion of pupils with special educational needs is about the same as that usually found. There are no pupils with a statement of special educational needs. Mobility of pupils in and out of the school other than at the normal time of admission is sometimes as high as three quarters of the class in Year 3, when some pupils leave to join the private sector. The socio-economic circumstances of the school are better than in many places. The attainment of pupils on entry to the school varies. Assessment procedures show that for the past two years attainment on entry overall has been close to the level expected for children of the same age. There has been major building work on site for some months that is due to be completed in the next few weeks. This work has limited the space for outdoor play and sporting activities. The school has been fortunate in that alternative playing space has been easy to organise close by on the village field, an area for recreation that is available to all of the residents of the village. During the inspection a key member of staff was ill, although work completed by the children in that teacher's class and all of the subject and lesson planning, assessments and records were made available to the team.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21374	Mrs H Evans	Lead inspector	English Science Information and communication technology Design and technology Physical education Religious education Special educational needs English as an additional language Personal Social and Health Education
9619	Mr B Miller	Lay inspector	
15236	Mrs M Thorpe	Team inspector	Mathematics Art and design Geography History Music Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with a number of excellent features, where every pupil achieves well. By the end of Years 2 and 6, standards overall are as good as can be expected and pupils regularly exceed their agreed challenging targets. The quality of teaching is very good overall with some being excellent. As a result, pupils learn rapidly in most lessons and subjects. The school provides a very rich range of opportunities for learning across the curriculum. It is firmly established at the heart of the village community. The school is superbly led and managed by a strong headteacher with a dedicated and talented team of people who are all committed to seeking ways of promoting each pupil's attainment whilst working towards excellence. Finances are very well managed and the school provides good value for money.

The school's main strengths and weaknesses are:

- The above average standards in reading and writing at the end of Year 2 and in English, mathematics, science and information and communication technology at the end of Year 6.
- The very good provision for children in the Reception class.
- The quality of teaching and, as a result, pupils' learning is very good.
- The quality and use of assessment in evaluating and planning work are very good.
- Pupils' behaviour, their attitudes to work, their relationships with one another and with adults are very good, as is the provision for pupils with special educational needs.
- The care and guidance provided by adults for the pupils and the links with parents and the community are very good.
- Overall, the leadership and management of the school by the headteacher and subject leaders and the governance of the school are all very good.
- There are residual problems with the accommodation that are being resolved step-by-step.

The school has made very good improvement since the previous inspection especially in the quality of teaching and in pupils' presentation of their work. The ongoing work to improve the accommodation is still incomplete.

STANDARDS ACHIEVED

The achievement of children and pupils across the school is good. As in most years there were fewer than ten pupils in Year 6 in 2003, and 2004. With such small numbers pupils' scores from test results cannot be compared sensibly with national average scores. Early evidence indicates that most children in the present Reception class are on course to achieve all of the expected learning goals by the end of the year and some are likely to exceed them. Pupils of all levels of attainment make good progress and achieve their personal targets. Standards in reading and writing for individual pupils in Year 2 exceeded national expectations, and teachers assessed their standards in science as being very good. By the end of Year 6, standards in English and science were above the expected levels although they fell below expectations in mathematics. Inspection evidence shows that pupils' attainment was improved in 2004 as a result of changes made following assessment. Standards in information and communication technology (ICT) exceed national expectations across the school. Good use is made of ICT across other subjects as a matter of course. Pupils' attainment exceeds national expectations in art and design, history, and design and technology. In geography, music and physical education evidence from the inspection supported by teachers' records and completed work indicates that it is at least as good as expected. Pupils' attainment in

religious education matches the requirements of the local agreed syllabus. Pupils with special educational needs do well. Overall, there are no marked differences between the attainments of boys and girls. Pupils' attitudes, behaviour and personal development are all very good.

QUALITY OF EDUCATION

The quality of education including teaching, learning and curriculum provision is very good. Provision for enriching the curriculum and the care and guidance for children and pupils is also very good. The quality of teaching in the Foundation Stage and across the school is very good because each staff member has a clear understanding of the requirements of the National Curriculum and the pupils in their care. Practical investigations and problem-solving techniques have been used successfully to raise standards in mathematics. Pupils' respond positively to the challenging work set by teachers. The quantity, quality and presentation of pupils' work are all good. The curriculum is well balanced and provides well for pupils' needs. Teachers carefully match work to extend and support the different attainment levels in all of the mixed-age classes. Pupils like school and show great respect for every learning opportunity. Their positive attitudes towards learning and to other pupils and adults are obvious. Pupils attend regularly. They are eager to learn and they behave very well in lessons and around the school. Pupils enjoy residential visits and collaborative work during days devoted to art and design, design and technology and writing. Their delight when describing a recent residential visit is infectious.

The support for pupils' personal development and provision for their spiritual, moral, social and cultural development is very good. Pupil's understanding of spiritual, moral, social and cultural aspects of life is very well developed as is their knowledge of values and belief systems from traditions other than in their own village. These ideas are promoted through lessons in literacy, music, religious education, history and geography. These strong elements play an essential part in maintaining the harmonious atmosphere that reflects the strong Christian ethos of this school.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all very good. The headteacher has maintained excellent vision and direction for the school. With the total commitment of the staff, effective systems are used to manage all aspects of the school. The teaching and support staff and the governing body work together very well. The collective informed decisions made by governors follow and track the sensible priorities set out in the school improvement plan. They work diligently to ensure that all of their statutory responsibilities are met. Subject co-ordinators share the workload between them. They work together very effectively and share the organisation of the many areas of responsibility in a sensible and supportive way. Since the last inspection the leaders of the school have been very successful in remedying all of the identified weaknesses, in teaching and the presentation of work. The extensive work to improve the accommodation, including improved provision for the youngest children is due to be completed during this academic year.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied with what the school provides. They state that any small areas of concern are dealt with before they become issues. Pupils like their school and what it offers them. They say they like their teachers and their friends.

IMPROVEMENTS NEEDED

This is a very good school with no major weaknesses. Minor areas for improvement are that the governors and headteacher should:

- Work to complete the new classroom facilities as soon as possible to provide high quality accommodation for pupils in Years 3 to 6
- Investigate all possible ways of improving the accommodation for children in the Foundation Stage and in Years 1 and 2 and implement the plans to provide a covered playing area for children in the Reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

In classes across the school the number of pupils in each year group is smaller than in the average class size in most schools nationally. As a result, the tables comparing pupils' test results with those in schools nationally or with similar schools are not very helpful in monitoring standards achieved. About one quarter of the pupils in classes across the school have special educational needs, some of these are multiple and complex. The attainment levels of some, but not all of these pupils falls below nationally expected levels. This above average percentage distorts the overall percentage scores whatever standards are achieved by the higher attaining pupils. Work in books and in lessons shows, however, that every pupil is expected to work to the highest possible level and to achieve their own realistic but challenging targets. Personal gains are tracked very carefully and each pupil is expected to make at least two levels gain in each section of measurement. Pupils who have attended other schools and whose early educational experiences have been different are assessed soon after entry and targets are then set for them as for pupils who joined the school earlier.

Main strengths and weaknesses

- Standards in speaking and listening, reading and writing exceed expected levels across the school.
- During the inspection, evidence showed that, in mathematics and science, pupils in Years 2 and 6 are on course to achieve above the expected levels.
- Attainment levels in information and communication technology exceed those usually found by the end of Years 2 and 6.
- Attainments in art and design, history and geography exceed national expectations.

Commentary

1. There are small numbers in each year group. Attainment on entry varies widely from year to year. Children join the school from several different pre-school providers. Although many have attended part-time play groups no children have enjoyed formal. Structured

nursery education. The most recent group of children to enter Reception had attainments assessed as being close to those expected for children of the same age nationally although a few fell below these levels in some areas of learning. There has been a review of practice in the Reception class and Years 1 and 2 since the last inspection and the systems for organising the curriculum have been improved. All of the opportunities for learning are shared and staff work with every pupil at some time. This extends the scope and range of the curriculum very well. Most frequently children work and learn with their own age group. On some occasions however opportunities for individuals to work alongside older or younger friends makes the best use of the teachers' skills and the school's facilities. Since the last inspection the changes and improvements in teaching, assessment and the facilities are proving to be very successful.

2. From the level of attainment on entry, children in the Reception group make very good progress and most achieve very well. Most are on course to attain all of the expected learning goals before they move into Year 1, and some will exceed these. The fluctuation of attainment levels on entry and the variation in the numbers of pupils, including some with learning difficulties, means that the stringent assessment procedures used are essential. The evidence gathered is used in a sensitive way so that the provision made can be tailored to meet the needs of each individual. This personal planning and careful match of challenge to attainment is one of the advantages of the small numbers.

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

Standards in:	School results	National results
Reading	18.7 (16.9)	15.7 (15.8)
Writing	15.9 (15.1)	14.6 (14.4)
Mathematics	15.6 (17.0)	16.3 (16.5)

There were 7 pupils in the year group. Figures in brackets are for the previous year

3. The standards attained in reading by the end of Year 2 in 2003 were well above the national average. Standards in writing were above the national average. Scores in mathematics were disappointing and fell below the expected level. The school reviewed possible causes for this slippage, made a number of changes and, in 2004, attainment rose. Inspection evidence indicates that the problem has been resolved by increased emphasis on practical investigations and oral mathematics. Comparisons with other schools are unhelpful as the percentage value of one pupil distorts figures unrealistically. What is clear, following the progress of these pupils into the Year 3 and 4 class, is that every pupil is doing well, achieving to their best personal level, reaching their agreed personal targets and working to fulfil their individual potential.

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

Standards in:	School results	National results
English	28.2 (28.1)	26.8 (27.0)
Mathematics	25.2 (26.6)	26.8 (26.7)
Science	28.8 (27.4)	28.6 (28.3)

There were 9 pupils in the year group. Figures in brackets are for the previous year

4. By the end of Year 6 in 2003, standards attained by another small group of pupils were above national averages in English, average in science but again fell below expected levels in mathematics. The school's assessment and evaluation procedures identified problems with working at speed and solving problems as a cause for this. Significant changes were made to the style of teaching and curriculum planning, and good improvements were seen in the results of tests in 2004. Inspection evidence indicates that the strategies in place are now showing very positive results for pupils across the school.
5. Standards in information and communication technology exceed the expected level and are better than those found in many schools. The use of ICT in other subjects is a particular strength as pupils have moved on from having a very secure skills base to looking at using these skills to enhance and extend other work. In all other subjects, collected evidence indicates that standards are at least in line with the expected level in physical education, music and geography at the end of Years 2 and 6. In history, art and design and design and technology, attainment across the school is above the expected level. Work in religious education fully meets all of the requirements of the locally agreed syllabus.
6. Inspection evidence indicates that those pupils who do not have special educational needs are on course to exceed the expected standards in reading, writing, mathematics and science by the end of Year 2. In Years 3 and 4, pupils are making good progress and are achieving well. These pupils are making especially good progress in reading and the new initiatives to promote opportunities for extended writing are working well. In lessons the challenge for pupils of all attainment levels is good. Those capable of working at a higher level are supported well and are encouraged to succeed. In these classes the lower attaining pupils achieve their individual targets because of carefully modified work and the dedication of the teaching team.
7. By the end of Year 6, the average and above average attaining pupils are on course to exceed the expected levels in English, mathematics and science. Those pupils with special educational needs, a quarter of the Year 6 group, are working at the expected levels in class and often in their books, because support is provided and extra time is allowed to enable pupils to complete tasks. In the statutory national curriculum tests, this group of pupils with special educational needs are unlikely to reach the levels expected for their age, although some lower attaining pupils in the group are likely to attain the expected levels. To achieve their potential, pupils have worked hard and most learn well and make good progress. This is as a result of the industry and commitment of the teachers. In other subjects, pupils' skills and achievements in reading and ICT help to raise attainment levels, and pupils perform very well when undertaking practical work. Pupils then regularly exceed the expected levels. The school is pursuing a programme of work to use skills learned in writing in English to extend different styles of writing in other subjects to good effect. Individual pupils are encouraged to increase their development using independent research and personal study. Across the school pupils' overall achievement is good.
8. In mathematics pupils learn well and they use their knowledge and understanding of number. Using their instant recall of number facts without hesitation most now do well. All pupils manipulate numbers using multiplication and division but the few that are less hesitant know that their understanding of the rules of mathematics will help them to find

the easiest way of solving a problem. Pupils work diligently to achieve correct answers. Personal targets agreed in mathematics are followed keenly.

9. Standards in science are above the national average in all groups across the school because they learn through investigation how to become young scientists. Pupils' skills and confidence in planning, conducting and recording the findings of investigations were seen to particularly good effect in Years 5 and 6. Pupils show good scientific knowledge by the end of Year 6. Work displayed in classrooms and around the school shows very good levels of presentation.
10. Work in ICT is interesting and challenging. Since the last inspection, the drive, aspirations and enthusiasm of the teachers have enabled pupils to make good progress. The standards of pupils in all classes beyond the youngest in Year 1 exceed the expected level. What is particularly pleasing is the demonstration of pupils' confidence and understanding of control technology in both Year 2 and in classes for older pupils. This work is undertaken using programs on screen and when writing instructions to program robotic toys and equipment. All of the pupils are confident when using computers for word-processing, to enhance work in English, science, history and geography. They relish their individual mathematics challenges that they use across the school. This rapidly expanding work is helping them to select from a bank of skills to plan, organise and review data in science and mathematics. Boys and girls perform equally well in most subjects although in some years the small groups sometimes indicate some imbalance in tests.
11. The attainment of pupils in art and design and history across the school is good and exceeds national expectations. The limited time during the inspection means that there is insufficient evidence to make a firm judgement for provision and standards for every other subject. Through discussions with pupils and subject leaders, together with sampling work, reviewing teachers' files and assessment records, other available evidence indicates that achievement is at least in line with the expected levels. In design and technology, examples of completed work indicate that links with science, mathematics and geography are used well in designing and refining work. The work using writing, poetry, art and design, design and technology and geography in the entrance hall and around the school is impressive.
12. The achievement of pupils with special educational needs is good, due to the encouragement they receive from learning support assistants. In all the sessions seen during the inspection, with this informed support these pupils were working as hard as they could. The achievement over time of these pupils is as good as might be expected, and some achieve particularly well in subjects where they are able to do practical work. Teachers measure progress against the targets set in pupils' individual education plans as part of the school's assessment procedures for all pupils. The tracking of progress of pupils with SEN is even more detailed than for other pupils. Individual education plans are reviewed each half term. Teachers adapt work to match the needs of lower attaining pupils as well as for those capable of higher attainment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **very good**. Pupils' moral, social, cultural and spiritual development are **very good**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils have very positive attitudes to work and play. They approach tasks with tremendous levels of enthusiasm, interest and concentration.
- Pupils' relationships with one another are very good. This is reflected in the very good behaviour in lessons.
- As a direct result of the very effective way in which the school promotes good relationships, pupils have a very clear understanding of their individual and corporate roles and responsibilities within the school community.
- Pupils respond very well to the school's very high expectations for behaviour, and understand the consequences of their actions.
- A small number of parents do not always ensure their child's punctuality or regular attendance.

Commentary

13. The attendance rate is above that of similar schools nationally. The school has, however, identified the need to ensure better punctuality and attendance of a small number of pupils. The school is working closely with the few families concerned, in conjunction with the education welfare service.

Attendance in the latest complete reporting year 95.3%

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.3
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. Pupils enjoy coming to school and develop very good relationships with others in their classes. Pupils of all ages show very good attitudes to their work and their life in school. This is a continuous improvement since the last inspection, and is reflected in their enjoyment of lessons and their participation in extra-curricular activities, particularly sport and drama. Pupils say that they like being at school and that they find out new things in lessons. Children in the Reception class make good progress in their personal and social education. They are all on course to achieve the early learning goals in this area of their development before they move into Year 1.
15. Pupils are very well behaved and co-operate with one another very well in lessons. This is an improvement since the last inspection. They listen to adults and follow instructions because staff set very demanding expectations for their conduct. Pupils are encouraged to take different responsibilities as they progress through the school. Older pupils are often seen acting as 'Playground Friends', helping the younger children, particularly at lunchtimes. This helpful pattern of care enables pupils to gain in confidence and develop high levels of self-esteem. The school promotes a harmonious community and incidents of bullying are rare. Where they do occur, the school is quick to deal with them effectively. There have been no exclusions in the past academic year.
16. Pupils respect the views and beliefs of others and understand that this is important. Very good moral development is fostered well through clear rules and reminders of why they should consider the needs of others. Daily acts of collective worship give good opportunities for pupils to develop spiritually. They reflect upon issues such as

perseverance and heroism, and are encouraged to develop a sense of empathy with others as well as concern and compassion. There are plenty of opportunities provided within and outside school for pupils to develop very good social skills. For example, pupils work to raise money for a number of charities both locally and internationally. Pupil's good cultural development is enhanced by linking with schools in France and Germany, as well as celebrating the festivals of a number of world faiths and when visiting a mosque in Leicester. Pupils are proud of their school and have a good understanding of how they can make it a better place for the whole school community.

Exclusions

There have been no exclusions for many years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education is **very good**. The quality of teaching and learning and the practical integrated curricular provision are all **very good**. An excellent range of diverse and interesting learning opportunities enriches the curriculum. The school is very successful in meeting the diverse needs of all of the pupils.

Teaching and learning

The quality of teaching and learning is **very good**. The teaching observed during the inspection was never less than good. As a result, across the school pupils make impressive gains in their knowledge and understanding of the topics that they study.

Main strengths and weaknesses

- The overall quality of teaching is very good.
- Teachers have secure knowledge and understanding of the subjects that they teach.
- Teachers have very good relationships with the pupils.
- Teachers have realistically high expectations that challenge pupils' thinking.
- Lessons are organised very well and work is well matched to pupils' needs and to their earlier learning.
- Planning is thorough, detailed and precise; teachers select from a good range of methods.
- Practical strategies for assessment are incorporated into planning and information gathered is used very well.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	14	6	0	0	0	0

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

17. In all lessons, teachers' knowledge of the subjects taught is very secure and the objectives set are clearly explained to pupils. Whenever possible, teachers plan practical work or relate new objectives to previous learning experiences that pupils are expected to remember and evaluate. Lessons are well organised and teachers' planning is clear

and thorough. Teachers use suitable methods and select from well-cared for good quality resources. Pupils' interest is captured at the start of lessons and the pace of learning is rapid. Work across the age groups is challenging and teachers and pupils share very positive relationships. Teachers expect pupils to behave well and the emphasis on mutual respect ensures that all lessons move smoothly without any interruption. The quality of teaching is very good, from lessons for the youngest children through to those for pupils at the top of the school. Teaching overall is better than that seen in 1999, particularly in Years 1 and 2.

18. All teachers follow the agreed marking policy very well as a strand of the shared assessment procedures. The dialogue between teachers and pupils in books is informative and shows pupils how they can improve at every step. This means that pupils are regularly prompted about how to develop their ideas in order to extend their skills and increase their knowledge and understanding. Strategies for pupils to work collaboratively and independently are part of most lessons. This is seen to good effect so that teachers work in turn with groups of different ages and with differing levels of prior attainment.
19. Procedures for assessing pupils' progress, attainment and achievement are very good, as is the use made of the information gathered. There is a clear focus for the analysis of strengths and weaknesses and for setting short, measurable targets for improvement. The analysis of statutory and voluntary tests is very well organised. It is thorough and detailed in all subjects and is carried out diligently by subject co-ordinators in order to prepare their individual subject reports to the governors about standards attained in tests. Modifications to the curriculum and methods of teaching, as a result of assessment, have helped pupils to improve their work in mathematics raising their standards to above the expected level. This work has been a central feature in the school's drive for improvement in the past year and the indications are that it is successful. Precise target setting works well and the pupils share their agreed targets with their parents. They delight in the rewards of certificates and stickers as each step is achieved. Work in lessons is well matched to pupils' levels of attainment whether working in attainment groups or as individuals. The success of this work is one of the reasons for the improvement in the achievement and standards attained by individuals and groups of pupils. Pupils say that they like to know when they have done well, and benefit from the information they are given about how they could do even better.
20. Teachers make good use of the Code of Practice for supporting pupils with special educational needs. Pupils are identified as soon as possible in their Reception year or when they begin at the school part way through their primary education. The special educational needs co-ordinator and the class teachers discuss each pupil's individual education plan based on targets that need to be worked on. The school plans short steps to enable each identified pupil to realise that progress is being made. Class teachers all work hard to help all pupils to make measurable progress and they receive good help from the trained learning support staff.
21. Trained classroom assistants are involved in planning and supporting work in lessons. Their help and encouragement are invaluable in helping to increase the rate of pupils' learning. Their skilled intervention when pupils think that they are 'stuck' enables lessons to move at a faster pace and then everyone builds well on the sense of success. The partnership between the teachers and learning support staff makes a significant contribution to the very positive ethos of the school and to the working atmosphere in all classes. Homework is set at suitable levels in many subjects as part of a planned and

sustained programme. The marking of homework is carried out regularly and is a useful tool in informing parents about how well their children are learning and the progress they are making. Where parents are actively involved in the process it works very well.

The curriculum

Curricular provision for children in the Foundation Stage is **very good**. The school provides a **very good** curriculum for pupils in Years 1 to 6 with **very good** opportunities for enrichment. Overall, resources are **good** although at present the accommodation remains **unsatisfactory**.

Main strengths and weaknesses

- Provision for children in the Reception year is very good.
- The strategies for developing pupils' literacy skills are very effective and contribute to very good levels of achievement.
- Very good assessment and target setting guide curricular planning.
- The school provides very well for all aspects of pupils' creative development.
- The exceedingly wide range of visits, visitors and opportunities for enrichment contribute to very good levels of achievement.
- Although there are plans for provision in the near future of a covered outdoor area for the Reception class, the accommodation is currently unsatisfactory.

Commentary

22. The curriculum has been audited, revised and improved in recent years. It fully meets the requirements of the National Curriculum and the local agreed syllabus for religious education. It covers very well work about sex and relationships, and drugs awareness. There are very well structured schemes of work in place for all subjects. A very rich and diverse curriculum is now in place for children in the Reception Year. This is based on the nationally agreed areas of learning and is enriched by many visits and visitors. Curricular planning ensures very well-organised quality continuity from Reception to Year 6, and very good provision for the different age groups, pupils of all backgrounds and levels of prior attainment, including those with special educational needs within the mixed age classes.
23. Rigorous planning ensures very good progression in all subjects. Cross-curricular planning is very effective and, during the inspection, key elements from many subjects were combined and sensitively threaded through lessons. During the inspection, an excellent example was planned for Years 5 and 6, where pupils incorporated their understanding of Ancient Greek culture and ways of life into their artistic designs of Greek vases. Time is used very efficiently as pupils incorporate many aspects of the curriculum into one activity. A very good feature of the school's work is the determination of teachers to value every pupil and to include them in all aspects of learning. Consequently, girls and boys, pupils with special educational needs, and the gifted and talented pupils achieve very well.
24. Provision for special educational needs pupils is very good. They share the same curriculum offered to other pupils. Tasks are adapted when necessary, or additional help is provided to ensure they can experience success. All pupils have full access to the curriculum and to extra-curricular activities.

25. The school implements the National Strategies for Literacy and Numeracy very successfully, resulting in pupils' good achievement throughout the school. These subjects are very well applied to all other curricular areas. The effectiveness of the curriculum is monitored regularly and developed according to the skills and needs of pupils. In this small school, all pupils are in mixed-age classes and benefit from a curriculum that is very well matched to their individual needs.
26. Physical education, science and design and technology contribute very well to pupils' personal, social and health education and drug awareness. Pupils understand the value of frequent exercise and the important elements of a healthy diet. All pupils benefit very well from the many activities, including extra-curricular activities that the school offers. An extremely dedicated staff and a group of volunteers and parents lead a very wide range of activities. Pupils have ready access to an enriching range of visits to places of interest, which further enhance their learning. Residential visits are arranged for all pupils from Years 3 to 6 and this enables them to experience a wider range of more adventurous activities than is possible in school. The school calendar is overflowing with activities aimed at developing pupils' social, cultural and multicultural understanding.
27. The many visitors to school share their skills and experiences with pupils and greatly enhance their learning. Pupils are very well prepared for transition between the phases in the school and for transfer to the secondary school. The curriculum prepares pupils well for the next stage of their education. French and German continue to be introduced to all children and pupils from their earliest days in school. This work is yet another strand in their stimulating curriculum.
28. Staffing levels are satisfactory; there are sufficient qualified and experienced teachers who, with the classroom assistants, make a very positive impact on pupils' achievements. The building is in a very attractive setting and is maintained to a very high standard by the cleaner in charge. It is further enhanced by very attractive and stimulating displays of pupils' work. Overall, resources are good and are all very well maintained. They are used imaginatively to enhance learning. At present the accommodation remains unsatisfactory and pupils in Years 3 to 6 are taught in temporary accommodation. The headteacher and governors have worked extremely hard to improve this situation and, in the very near future, pupils in these classes will move into a very attractive building that has been designed to meet all their needs. The headteacher and governors have plans to improve the accommodation for children in the Reception class and the rooms used by pupils in Years 1 and 2. The accommodation for children in the Reception class is unsatisfactory. They do not have continuous access to covered outdoor provision although the teacher for this class works and plans very assiduously to ensure that children have the best possible education that the present facilities permit. The new building has been designed to ensure that the needs of any pupils and adults with disabilities will have access to all areas. This work should have been completed by the start of this term and the revised date for completion is expected to be in the next few weeks.

Care, guidance and support

The school provides **very good** levels of care and attention to the welfare, health and safety of the pupils. Provision of support, advice and guidance for the pupils is **very good**. There is **good** involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a very warm, caring and purposeful learning environment where all pupils are highly and equally valued.
- All pupils have an excellent and trusting relationship with at least one adult in the school.
- Pupils have access to very well informed support and guidance.
- The school is active in seeking the views of the pupils on school improvement.
- Very good arrangements with pre-school groups in the area ensure the smooth transition of children to the school.
- The current state of the school site is adversely affected by ongoing building works.

Commentary

29. This is a very caring school where staff treat pupils fairly and with respect. This ensures that pupils are comfortable about approaching individual teachers or support staff for help or guidance. Pupils say teachers always take time to listen to them and they can always have their say. Pupils are very satisfied with the school and what it provides. This is a continuous improvement since the last inspection. The staff know the pupils and their families very well. They are sensitive to pupils' needs and provide good support and guidance. Parents say that the school is helping their children to become mature. The very good programme for pupils' personal, social and health education, (PSHE) and very good monitoring and assessment procedures, enable staff to provide targeted support for individuals, including those with special educational needs.
30. Health and safety arrangements are securely in place and risk assessments are carried out for the premises and school visits. This is an improvement since the last inspection. However, the ongoing work for the new school building means that, in places, it is wet underfoot and is potentially hazardous in places for those who have to walk between the present school building and temporary classroom accommodation. The staff quickly identified this problem and took remedial action. There is now a paved path that will remain in place for as long as the temporary classrooms are in use. Effective procedures are in place for any child protection issues and these are well known to all staff and governors. There are strong and effective links with the necessary outside agencies.
31. The school actively seeks and encourages the views of pupils in both informal and formal ways. There is a school council that considers matters as diverse as new playground games, behaviour at lunchtimes and the organisation of the homework club. This opportunity to share in planning for school improvement contributes very well to pupils' personal development and is an improvement since the last inspection. Pupils with special educational needs participate in their annual reviews and all pupils are involved in setting their own personal and learning targets that are agreed with both their teachers, and their parents. These are very specific to individual needs, achievable and measurable with clearly identified success criteria.

Partnership with parents, other schools and the community

The school has **very good** partnerships with parents. Links with other schools and colleges are **very good** and there are **very good** links with the community.

Main strengths and weaknesses

- There are very good procedures in place for ensuring satisfaction and to deal with any concerns or complaints raised by parents.
- The very good links with other schools and colleges ensure a smooth transition for pupils to their next stage of education.
- The contribution made by most parents to their child's learning at home and in the school is very good.
- There are regular formal consultation arrangements with parents each term.

Commentary

32. Parents continue to be very satisfied with the work of the school and what it provides since the last inspection. They say their children enjoy coming to school and that teaching is good. Staff members are always available at the beginning and end of each day to deal with any concerns or complaints that parents may have. This informal contact ensures very good levels of parental satisfaction and that any problems are dealt with swiftly and effectively.
33. Parents are very well informed about the school through the prospectus, regular newsletters, the website and the school notice boards. They appreciate the opportunities to discuss their child's progress at both formal and informal meetings with teachers, and find the termly consultation sessions very useful. A clear and detailed end-of-year academic report, containing targets to help improve, supports these meetings. This is an improvement since the last inspection. The governors' annual report is helpful and informative but lacks detailed information about disability and discrimination. The school is waiting for the building work to be completed before producing a new brochure and sends out notices of change in letters that are then placed in a folder intended for this purpose at the back of the brochure. Parents say the school seeks their views and takes account of their suggestions and concerns. The annual meeting of parents with governors is not well attended. On each of the well-attended consultation evening the governing body holds a governors 'surgery' where parents are able to ask questions and explore any concerns they might have about the school's organisation. Sometimes they offer suggestions or help. Governors use this process to ensure that they canvass parents' views at frequent intervals on matters related to school improvement.
34. The school has gained the help of a good number of parents to come and help in school on a regular basis. Some listen to children read, others help with ICT and with lessons in art and design. Most parents readily contribute to their child's learning at home, supported by useful information and workshops about the curriculum provided by the school. Parents say the school is good in explaining how they can help their child at home. There are very good relationships with feeder pre-school groups, and staff from the school make visits to those establishments. The transfer arrangements enable the school to respond well to the individual needs of the children and ensure their first experience of school is a happy one. There are also good links with other primary schools, through a cluster arrangement, to ensure best teaching practice is shared and to take part in joint initiatives. These links provide good opportunities for staff to extend their professional development. The very good links with the local secondary school ensure that pupils in Year 6 have the opportunity to visit and take part in art and design, science, ICT and design and technology lessons. Teachers from both schools are able to discuss any areas of concern to ensure a smooth transition for pupils leaving Year 6 for the next stage of their education.

35. The very good links with the community include a close liaison with the police, the school nurse and the local church. All of these have a positive effect on pupils' personal development. The school premises are sometimes used by outside groups such as the Pony Club. The school is greatly motivated to provide facilities for the community to the greatest extent possible.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all **very good**.

Main strengths and weaknesses

- The headteacher has very clear vision and exceedingly high aspirations for all aspects of the school's development.
- The leadership and management by the headteacher and key staff are very good overall, with some excellent features.
- The governance of the school is very good, with some excellent features.
- The strategic planning is very good.
- The school's self-evaluation and monitoring procedures and their use are very good.
- The excellent financial planning, and principles of best value, are very securely incorporated into all aspects of school development.

Commentary

36. The leadership of the headteacher is very good. She has remained firmly committed to her established policies since her appointment and is not afraid of making unpopular decisions when they are in the best interests of pupils and staff. All of the staff support the headteacher very well. Together they provide very good leadership and management in their commitment to raising standards and providing a very good education for all pupils. They all share the school's vision of providing an inclusive and wide-ranging curriculum to meet the needs of all pupils. The headteacher leads by example at all times. Everyone involved is totally dedicated to the school's vision of providing a very strong Christian ethos. The headteacher, governors and staff have developed what they term "A Basic Strategy," which identifies their key priorities, including the caring and Christian ethos, where the community of the school is valued. This strategy is part of a continuous thread, which guides all elements of the school's development and ambitions. Strategic planning is very good in all aspects of leadership and management. The school improvement plan is very well focussed on the identified needs and is an easily managed document.
37. The management of the school is very good. Teachers' roles and responsibilities are very well understood and impact positively on achievement. Subject co-ordinators are given very wide reaching levels of responsibility for developing the work in their subjects. They have very well established and rigorous curricular development plans and reviews. As subject leaders they have a very strong influence on the work of the school in all subjects and aspects. They create very effective teams of teaching and support staff and provide very good role models for other staff and pupils. The headteacher has an excellent knowledge and understanding of day-to-day events in the school. As a result, she is able to prioritise and has an outstandingly perceptive understanding of the strengths and areas for development in the school. A demonstration of the shared management skills was the swift response to the unavoidable absence of a key member of staff. By the time the inspection team arrived in school on the first day, cover had been

organised with the minimum of fuss and this provided secure support for every child affected by the teachers' absence.

38. Since her appointment, the headteacher has maintained an extremely rigorous programme of monitoring teaching and learning, especially in English, mathematics and science. In these subjects the co-ordinators monitor very closely pupils' performances in the national tests, and have a very good understanding of the strengths of the school as well as areas needing further development. The provision for pupils with special educational needs is managed very well by the special educational needs co-ordinator. The school has developed a dedicated team of learning support assistants who help pupils to succeed. The governor with responsibility for special educational needs is aware of the provision made for pupils who need additional support to enable them to participate fully in all aspects of school life.
39. The leadership and management of the Foundation Stage by the deputy headteacher are very good. She is very successful in identifying priorities, setting targets for improvement and monitoring and reviewing progress towards them. She involves the learning support assistant very effectively. Together they form a very strong team. She uses the many skills and attributes of parents and members of the community, including the governing body, to good purpose. The attractive range of resources are used well and prevent any serious negative impact as a result of the unsatisfactory accommodation. The headteacher and governing body have already identified the need for a covered outdoor area providing continuous access and money has been set aside to meet this need.
40. The governance of the school is very good and there are a number of excellent features. The governing body has very good knowledge and understanding of the strengths and weaknesses of the school. Governors receive very comprehensive high quality information from the school, including headteacher's reports and reports from each subject co-ordinator. Named governors take responsibility for areas of the curriculum and for all aspects. Governors have attended training provided by the local education authority relating to inclusion, sex and relationships education, performance management and special educational needs. They have a very good knowledge and understanding about how the school works including standards and curriculum development. They have been instrumental and successful in the drive for improved accommodation and are looking to do more in the coming months. The supportive governing body understands its role as a critical friend and holds the school to account for all aspects of its development. They are able to support all aspects of the school's development. The chair of governors has an outstanding level of knowledge and understanding, which ensures that her involvement with a wide range of outside agencies is based on a thorough understanding and is in the best interests of the school.
41. Through the questioning and probing nature of each committee the governing body offers an excellent balance of support and challenge to the headteacher and all staff. With this is their shared awareness of the heavy workload of this small group of highly committed staff and the teaching role of the headteacher. The governing body understands that in order for success to continue the balance of professionalism, teaching and recreation is an issue that needs addressing.
42. The governors receive very detailed financial information about the school. The efficient secretary maintains very detailed and up-to-date accounts. The governors are very closely involved with all financial decision-making. They discuss and, where appropriate,

approve priorities on the school improvement plan. Although the main priorities are decided by the headteacher, in consultation with the staff, the governing body supports and, when necessary, challenges decisions and proposed expenditure. In this way the school has developed excellent and evaluative approaches to financial management. A very strong feature of the school is the approach to ensuring best value in all aspects of provision, including resources.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	341,360	Balance from previous year	58,805
Total expenditure	280,170	Balance carried forward to the next	61,189
Expenditure per pupil	3,113		

43. Recent financial reports are very favourable. The balance at the end of the last financial year represents part of the amount that the school is required to contribute to the building programme. Some funds are earmarked for the necessary improvements in the classrooms for the Reception class and for pupils in Key Stage 1 that cannot begin until the ongoing work is completed. The governing body ensures that all statutory requirements are met. Their knowledge and understanding of the work of the school and their responsibilities have significantly improved since the last inspection. They intend to remedy the minor omissions in the published documentation for parents after the opening of the new building.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

44. Provision for the children in the Foundation Stage is **very good** overall and has significantly improved since the last inspection. Children are prepared very well for work in the National Curriculum. They enter the Reception class at the beginning of the term before they are five and at first some children only attend part-time. Very good organisation and deployment of the learning support assistants ensures that children learn with others from their own age group for most of the time. Children in this class have had a wide range of pre-school learning experiences. Attainment on entry varies with each year but for the most recent group it is average overall. All children achieve well due to the very good quality teaching, curriculum and assessment procedures. Pupils benefit from very good quality support from the learning support assistant. The curriculum is very well planned to provide an exceedingly wide range of interesting, challenging and relevant activities. A very imaginative range of visits and visitors enhance it. All adults are very good role models and establish very good relationships with the children. The teacher and classroom assistant form a very effective team; they work together very well. They monitor all aspects of children's learning and personal and social development very carefully. The internal accommodation is satisfactory but accommodation overall is unsatisfactory. Children do not have continual access to covered outdoor accommodation for each area of learning but this will soon be rectified.
45. The teacher has developed very effective links with families and all pre-school providers before children begin school and, therefore, at this early stage in the term children are confident and interested learners. Parents commented very favourably on the provision in the class and their involvement in their children's learning. Provision is good, children achieve well and develop very positive attitudes because of the very good quality teaching, assessment and leadership and management.
46. During the inspection one teacher in this part of the school was absent through sickness. The school was well organised to call in support cover. A teacher who was already known by the children initially used the planning of the absentee teacher very successfully, without causing any disruption to the children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is **very good**.

Main strengths and weaknesses

- Children achieve well and develop very positive attitudes because of the very good teaching and very high expectations of all staff.
- All adults in the class ensure that children are sensitively introduced to prayer at the beginning and end of every session and to the special events and people who are an integral part of their religious beliefs.
- Very supportive relationships are quickly established and children feel confident and happy and enjoy learning.

Commentary

47. Children achieve good standards in this area of learning. They make very good progress in their personal, social and emotional development because of the very good teaching and the skilled contributions by the learning support staff. As a result, they know what is fair and acceptable behaviour because of the consistent approach and routine. Children listen to and participate in the many interesting activities and stories, and most speak clearly and confidently. They are continually encouraged to feel confident about their achievements and are reminded of the very high standards of behaviour expected. They are encouraged to share and take turns and put up their hands before answering a question. Consequently, groups of children were frequently observed working very well together with minimal adult intervention in all lessons. They behave very well, share resources, especially books in the role play area called 'The Class Hospital', take turns when using computers and share the construction equipment. The teacher and classroom support create a very supportive atmosphere where children feel special and valued from the time they arrive in class in the morning to when they say prayers at the end of the day.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are very good and all staff create many opportunities to develop children's speaking and listening skills in all areas of learning.
- Children have many opportunities for mark making and learning how to formulate letters accurately.
- Children achieve very well in reading because of very structured teaching and very effective involvement of parents and other helpers.

Commentary

48. Most children are well placed to exceed the expected levels in this area of learning. Children achieve very well in speaking and listening because the teacher plans many stimulating opportunities for group discussions in all areas of learning. Children were frequently observed sharing books, listening to stories and practising writing skills. The teacher plans many exciting opportunities to develop children's vocabulary. She poses probing questions and there is a display of essential vocabulary in each area of learning.

49. Higher attaining and average attaining children are beginning to read fluently and accurately with good understanding. The books chosen are well-matched to their abilities and interests. They use reasoning skills very well and retell the story in the correct sequence. Most of this small group eagerly read familiar and unseen texts equally well. The lower attaining children read familiar text with the teachers and benefit from the repetition of vocabulary. All the children read many familiar words with very good levels of understanding. They retell a wide range of stories incorporating recently learned vocabulary very well in very clear and well-organised sentences. The support provided by the involvement of a number of parents and other helpers is proving to be very helpful. As children share books with adults and to talk about their ideas with them the children extend their knowledge and their vocabulary.

50. Very good relationships give children the confidence to speak and all adults listen intently and respond to their comments. The teacher has developed a very rigorous and tightly structured plan for the teaching of sounds with the emphasis on children's ability to say the sounds, recognise them in print and practise them in writing. Children are encouraged to hold pencils with the correct grip. The analysis of writing shows that most children form letters accurately and have frequent opportunities for practising letter formation and patterns. The excellent organisation by the class teacher ensures that the higher attaining and average attaining children have many opportunities to consolidate their learning while the lower attaining children have the necessary support and additional guidance.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are very good and achievement is good.
- The teacher plans a wide range of structured activities to ensure that children understand number and apply their skills to other areas of learning.
- Children have very positive attitudes and confidence in applying mathematical skills.
- The teacher makes very effective use of the available accommodation.

Commentary

51. On entry to the Reception class the levels of prior attainment of the children vary greatly. Evidence from children's books shows that teachers have to plan a very wide range of work in order to fully meet all children's learning needs. The children achieve well in this area of learning because of very good teaching and rigorous assessment. The teacher has a comprehensive subject knowledge and uses very good systems for assessment to guide planning. She uses many imaginative ways of developing children's understanding of the relationship between numbers and patterns of counting. At this early stage in the school year children are well placed to achieve the Early Learning Goals in this area of learning by the time they enter Year 1. The higher attaining children are well placed to exceed them. Children have very good understanding of the order and value of numbers to 10, and most count to 20 and above. Higher attaining children count to 50. They compare lengths and understand the concept of tallest and shortest.
52. Nearly all children recognise a wide range of two-dimensional and three-dimensional shapes. They create interesting mathematical patterns, showing their very good awareness of order, shape and colour. They have a good understanding of days of the week and are beginning to understand the order of seasons and seasonal changes. They are very accustomed to the varied activities that take place during specific times each day. The teacher is very successful in incorporating ICT into this area of learning, and this helps to develop children's mathematical understanding. Most children are very confident in this area of learning; they enjoy the activities and work very well. There is an

exceptionally wide range of mathematical activities associated with other areas of learning and these enhance children's understanding and interest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The teacher plans a very enriching range of interesting activities.
- Children have very good opportunities for using computers.

Commentary

53. All aspects of teaching and learning are very good in the activities observed. In the short time since they have been in school they have become confident, articulate and interested learners. Children used construction kits to design a wide range of vehicles and buildings. Most understand the differences between living and non-living things and know the conditions needed for growth. During the inspection, children planted cress seeds and are developing a good understanding of a fair test.
54. The very well planned range of investigations develops children's learning very well. Children know that switches control a wide range of machines, for example computers, CD players and washing machines. They have many opportunities for making models from construction equipment. Children know the four seasons of the year and have a good understanding of the differences between seasons.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff make very effective use of the available accommodation.
- The outdoor accommodation is unsatisfactory at this stage, but children will soon have access to a covered and secure area.
- Teaching and learning are good.

Commentary

55. There were insufficient opportunities to observe all aspects of children's physical development during the inspection but, in the activities observed, children achieved well. They handle construction equipment, paintbrushes, scissors and pencils with very good levels of dexterity and accuracy. The majority of children hold pencils with the correct grip and, consequently, their standards of handwriting have improved since the beginning of term. In a short dance activity children kept accurate time and moved with very good levels of co-ordination. Children identified as needing additional help are given very good support and encouragement and achieve as well as other children in the class.

CREATIVE DEVELOPMENT

The provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good overall.
- Opportunities for storytelling and role-play are very good. This area of learning makes a very good contribution to children's personal, social and emotional development.
- Children's very positive attitudes are reflected in their knowledge and confidence when discussing their work.

Commentary

56. Most of the children are well placed to reach the expected levels in this area. Teaching and learning are very good in all aspects. Children achieve very well. Planning shows that over the year children have a very wide range of creative opportunities. They are encouraged to experiment when mixing paint and using modelling materials. A particular strength is their very good awareness of shape and texture in art. During the inspection they were challenged to create designs, using a restricted range of colours. Many children learned the effect of mixing primary colours. They produce attractive designs and symmetrical patterns. A display of work in the style of Picasso showed very good awareness of colour, shape and proportion when children painted portraits. All staff skilfully extend children's language and encourage their imaginative and collaborative activities. They have a very clear understanding of the skills to be learned from each activity.
57. The very good teaching of the musical aspects successfully contributes to good levels of achievement in singing. Children sing tunefully with accurate pitch, dynamics and rhythm. No teaching of instrumental work was observed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching is very good overall.
- Standards in reading and writing exceed national expectations for most pupils.
- The achievement of pupils, including those with special educational needs, is good.
- Literacy is used to very good effect in other subjects.
- There is very good leadership and management of the subject including very good assessment systems that are used very well.
- Learning support assistants are deployed well.

Commentary

58. During the inspection evidence indicates that the attainment level for most pupils in Year 2 is already above the national average in reading, writing, speaking and listening, and pupils are on course to make further gains over the year. By the end of Year 6, attainment overall is above the expected level for those pupils who do not have special educational needs. Those pupils capable of attaining higher standards are on course to attain at well above the expected levels by the end of the year. In the present Year 6 class, three pupils with special educational needs are being supported very well but are unlikely to reach the expected levels.
59. In the tests in 2003 and 2004 in Years 2 and 6 the numbers involved were too small to compare with national scores. The standards attained in reading and writing by the pupils tested all matched national expectations and some pupils attained above the expected Level 3 in Year 2 and Level 5 in Year 6. Retained work and teachers' tracking procedures indicate that these pupils did as well as might be expected in all cases. Since the previous inspection pupils' attainments have varied depending on the composition of each small group. The trend has been above that nationally at the end of Year 6 and below at the end of Year 2 although, in both cases, the school's position on the graph is above that for most schools nationally. The school is on course to reach the ambitious targets set for English this year.
60. The quality of teaching and learning across the school is very good, with examples of excellent practice. As a result pupils learn very well. The dedicated work by the teachers, with the help of the well-trained support staff has a very strong impact on the progress that pupils make. The inspirational and very well organised teaching, combined with the pupils' very good attitudes and willingness to succeed, ensures that the achievement of all pupils, including those with special educational needs is good. Teachers use the National Literacy Strategy very well and have modified it very successfully for use in mixed-age classes.
61. All pupils attain standards in speaking and listening and in reading that are better than those found in most schools and, for some, are better than might be expected. When sharing discussions about their reading pupils explain eagerly how they love books. The class teacher develops these skills successfully. She provides a range of good

opportunities for pupils to speak in front of an audience and to negotiate with a partner. All pupils achieve well; they respond very effectively to this good teaching and everyone is fully included. Pupils respond mainly using whole sentences. Even the youngest explain confidently what it means to be a good listener. Pupils provide complex definitions such as why and how they have identified their favourite part of a story. Standards in Years 3 to 6 are good and reflect the quality of teaching seen for this age group. The achievement of pupils in these years is good and for the higher attaining pupils it is very good. Through discussions of texts teachers develop pupils' ability to express opinions. Pupils from all attainment groups, show considerable confidence.

62. The home/school reading diaries are used well and provide a very useful link between teachers and parents. The reading records of older pupils have been maintained over several years and reflect the wide range of books that they have enjoyed. There are examples of very good quality creative and factual writing, especially poetry. Examples of pupils' completed work have been bound and illustrated and have an important place in the school library.
63. Attainment in writing is good and exceeds the expected level. The powerful use of writing by pupils is maintained in work in other subjects. This approach is lifting the standard of pupils' writing for different audiences to a much higher level, and the school is rightly proud of pupils' achievements. Pupils respond very positively to the very effective teaching, and they work hard. Teaching and learning groups based on the pupils' prior attainment enables work to be matched to the needs of the pupils to very good effect.
64. Reading is promoted strongly in the school. As a result, for most pupils the enthusiasm to read begins early. Pupils confidently explain that the index provides alphabetical clues but the contents page shows where to look for broader topics. By the end of Year 2, most pupils read from a wide range of texts confidently and fluently, with good expression. They enjoy jokes in the texts and their confidence grows year on year. Many pupils in Year 4 are already attaining at Level 4. In Years 5 and 6, most pupils read fluently, with very good expression that reflects and echoes the dialogue of characters and the meaning of the text. There are very few older pupils who experience any reading problems or need to figure out the meaning of unfamiliar words, but a few less confident pupils still need some encouragement and support as they still find this process difficult. They persevere very well, and sound out unfamiliar words, sometimes with help, and invariably succeed. The standard of writing and the presentation of work in all classes are very good. By Year 6, almost all pupils write in a neat, cursive style, of which they are rightly proud. This improvement in presentation is seen in all written work and is a great improvement since the previous inspection.
65. Those pupils who require additional support are helped by tasks being adapted to exactly match their needs and abilities, allowing them to succeed and make progress. Teaching assistants provide very good additional guidance to complement the work of the teacher. The focus for additional support is the targets set out in pupils' individual education plans that are shared with parents.
66. The subject is led and managed very well. Results of statutory and voluntary tests are analysed carefully, and challenging targets are planned well for the next stage of pupils' learning. The monitoring and evaluation of teachers' performance in classrooms and through moderated work includes suggestions for the staff as to how best to move the subject forward. Pupils contribute to agreeing their own next steps and are pleased to achieve their target and, with the teachers, set new challenges for themselves. The

systematic monitoring of planning and assessment is very well organised and has been very effective in maintaining and driving up standards. The subject leader is passionate about the subject and its part in developing young minds. She is committed to developing ways for raising the standard attained by every pupil to the highest possible level. All staff endeavour to create a stimulating environment through displays of books and pupils' work to encourage and extend learning.

67. Library provision is good, although the available space includes a computer suite. The room is used well with teachers and learning support staff encouraging pupils to benefit from the two sets of research information for most of every day. Books are classified, using a recognised system that is simple and practical and is very well understood by the pupils. The range of fiction and non-fiction books is attractive and the books are easily accessible and in very good condition. Pupils need little encouragement to take their reading books home and to read with their parents and family regularly.

Language and literacy across the curriculum

68. The pupils' skills in literacy and language are constantly being used in other subjects to very good effect. Examples include writing about planning healthy meals in design and technology projects and using specific vocabulary in writing up science experiments and topic in history and geography. In Years 5 and 6, pupils research work in history and geography and develop their skimming or scanning skills very well. Writing in a fantasy fiction style of a young adventurer on a quest to rid the ancient kingdom of 'Hensonia' from a dragon was amusing and sensitive as the trials of the journey through inhospitable lands with strange customs and traditions were explained. This linked strategies learned in English grammar and literature with work in religious education, history and geography. English makes a very good contribution to pupils' social, moral, spiritual and cultural education. Overall, the carefully planned promotion of language and literacy across the curriculum is very good.

MATHEMATICS

The provision for mathematics is **good** overall and has improved since the previous inspection.

Main strengths and weaknesses

- Pupils achieve well and have developed very positive attitudes to the subject due to the very good teaching and very high expectations of all staff.
- More able pupils achieve good standards in most aspects of the subject.
- The assessment, monitoring and tracking of pupils' work and progress are very good and contribute to good levels of achievement.
- The very high quality of investigative work and application of numeracy to other areas of the curriculum develop pupils' mathematical understanding well.

Commentary

69. Results of national test for pupils at the end of Year 2 and Year 6 over the past four years show a significant fluctuation in standards. As there is only a small number of pupils in each year group, one pupil represents a high percentage. Standards have fallen below the national average when there has been a higher than average percentage of lower attaining pupils and those with special educational needs. In addition, there is a considerable degree of mobility in the school. Many pupils who achieve well at the end of Year 2 leave to attend a preparatory school in the private sector. Pupils who take the national test in Year 6, therefore, have not all had the benefits of the continuity of approach throughout the school, which is an important aspect in the development of mathematical skills. The headteacher and teachers ensure that pupils who can achieve well have the challenges and opportunities to do so.
70. Teaching and learning are very good overall. There have been good improvements in the quality of teaching, learning and achievement in the subject since the last inspection. Teachers plan a very challenging range of investigative work in all classes and pupils achieve very well in this aspect. Most pupils in Year 6 are well-placed to achieve nationally expected levels, with higher attaining pupils achieving standards above the expected level. In the present Year 6, a quarter of the pupils in the group have special educational needs. The rest of the year group are already working close to the expected level and are well placed to attain at the higher level, Level 5, by the end of the year.
71. From the work observed both in lessons and in pupils' books, pupils in Year 2 are well placed to reach national expectations, with higher attaining pupils well placed to exceed them. The majority of pupils understand place value to over 100, and can add and subtract. They classify a wide range of two- and three-dimensional shapes using a range of properties, including symmetry. They measure in centimetres and compare heights and lengths. Most pupils tell the time to quarter to and quarter past the hour. They rise to the challenges set by the teacher, and have positive attitudes to the subject.
72. Pupils in Year 6 achieve well in most aspects of mathematics. Pupils use a wide range of methods for problem solving and planning investigations. For example, their understanding of place value is reflected in their ability to multiply and divide using decimals to two places. Their understanding of the equivalence of fractions, decimals and percentages is secure. Pupils have a very good understanding of the properties of angles when working with triangles and quadrilaterals. During the inspection most pupils applied their numeracy skills well to the mode, median and mean aspects of data handling. They show a good understanding of the magnitude of numbers and the need for methodical working in calculations and investigations. Although pupils have good numerical understanding, a few still lack instant recall of number facts, especially multiplication tables and their application.
73. A few parents have raised concerns about mathematics. The inspection team finds that, although many aspects there are many are strengths, especially in practical in activities. The problems that were identified have been remedied and whilst teachers will remain vigilant they are not now causing concern. The school has made a thorough audit of the subject and most of the initiatives in place are showing positive results.
74. The quality of teaching is very good overall and this shows very good improvement since the previous inspection. All aspects of teaching are strengths and this is why pupils learn very well. Teachers have very good subject knowledge and understanding. This is reflected in very clear explanations and very good teaching of basic and advanced skills that contribute to pupils' very good levels of understanding. Planning is very good for all

groups in all classes, including higher attaining pupils and those with special educational needs, and is based on very good tracking of pupils' attainment and achievements. Sufficient time is given for the revision of earlier learning and, as a result, pupils consolidate their learning very well. Teachers question pupils and use their responses to assess their understanding. They have very demanding expectations of pace of work and presentation. Pupils know how well they have achieved and the presentation of work is good. The learning support staff are very purposefully involved in every part of lessons and contribute to good standards. The use of ICT is very well integrated in most lessons. The very good teaching is one of the key aspects that contribute to good levels of attainment. Homework is regularly set and is relevant to pupils' abilities and class work.

75. Curricular planning is good and the requirements of the National Numeracy Strategy are fully met. The results of national tests have been monitored, and have begun to have a good impact on curricular planning. The time allocation for each element of the subject is now focussed on more clearly. This results in more suitable time being made for some aspects that benefit from short, sharp sessions. The school has taken some good measures for improving the provision for higher attaining pupils. They are taught in a small group, one day a week, and there are 'Booster' classes. The provision for pupils with special educational needs is good and, in most cases, they achieve as well as others in the class.
76. No judgement has been made on leadership and management by the co-ordinator due to absence. The co-ordinator's files and planning were available to the team. The headteacher and senior management team were very well informed and were able to answer any questions that arose concerning the subject. The very good systems for assessment, monitoring and tracking give all teachers very secure evidence from which to plan. Target setting is well founded on a wide range of information about each pupil's ability. The assessment is conscientious, diligent and evaluative. but does not indicate sufficiently precise strategies or amendments for continuous improvement. The school is constantly seeking ways of improving all aspects of mathematics. Every pupil follows a personal mathematics program using ICT. This is used very effectively to enhance pupils' mathematical understanding and also for regular review of progress and assessment.

Mathematics across the curriculum

Pupils use mathematics very well as an integral part of their work in other subjects. This work is carefully planned to match the prior attainment levels of all pupils and to extend their understanding of mathematics in the world. For example, they use graphs and charts when recording data in geography and science, shape and pattern in art and design and calculations with large numbers when comparing and contrasting historical periods and important events in religious education.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve well and are attaining above the expected level at the end of Years 2 and 6.
- Teaching and learning are consistently very good throughout the school.
- The method of working through investigation is producing very good dividends.
- The subject is very well led and managed.

Commentary

77. Very good teaching enables pupils to achieve standards that are above the expected levels by the end of Years 2 and 6. The standards at the end of Year 6 are as good as they are because the school concentrates on pupils being scientists and conducting interesting experiments and investigations. This process, begun as soon as pupils start the science curriculum in Year 1, is built on systematically across the school. Pupils of all levels of attainment get a fair deal as work is matched very closely to their earlier experiences. Those with special educational needs succeed because, besides having specially tailored work, they are very well encouraged by skilled teaching and well-informed learning support staff. The many pupils who are now capable of working independently are provided with good opportunities to go beyond the level of the work planned for the class to discover for themselves the next steps in the process. This means that time is used well and all pupils are encouraged to work to their personal capacity.
78. Teaching and learning are very good in all classes. Pupils' attitudes to work, their very good behaviour and relationships enable teachers and pupils to work well in a calm and purposeful way. They make time to share times for reflection and fun. Lessons are very well planned and often include options for individual development. Planned activities provide strong links between topics and other subjects that make knowledge secure through revisiting a variety of experiences. Resources and pupils are managed well and, in lessons, the different approaches regularly make learning brisk and time flies. Teachers question pupils very skilfully, causing them to think of answers to solve problems and to demonstrate their understanding of complex issues.
79. When working on a topic about plants and their structure in a lesson for pupils in Years 5 and 6, the work was divided into listening and practical activities to very good effect. Pupils learned from the teacher and reinforced this new work with investigations. They recorded their findings in a number of ways, all related to the topic but individual to each group or pair. This enabled support to be offered to those pupils needing help, without holding back those pupils who had grasped the main components of the lesson more quickly.
80. Assessment procedures are very good. They are built into lessons in the planning stage, and possible alternative strategies are listed to engage pupils' imagination and to extend their thinking should the first approach fail to capture their interest. Teachers use these processes very skilfully to adapt their work in lessons and to inform the next steps in planning. Teachers' evaluation of the success of each program of study is remarkably good. It is practical and efficient whilst providing the subject co-ordinator with facts and pointers to vary or enhance the content of the section in future lessons. In such a small school this collegiate approach to monitoring and evaluation of the curriculum is very good. Marking is thorough in books, and often takes place beside pupils, where a comment or a word is enough to refocus pupils' thinking. The subject co-ordinator has set in place very good systems that benefit pupils and teachers in their simplicity and practical nature. The time allocated to monitor planning and to observe and support

colleagues in the classroom is limited but is used to very good effect. The range and quality of resources are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Strong leadership has had a very positive impact on maintaining and extending the quality of provision.
- Pupils throughout the school achieve very well and standards for most pupils are above the expected levels.
- By the end of Years 2 and 6, pupils achieve at the level above that expected for their age.
- Teaching is very good overall.
- The use of the subject to promote and extend learning in other subjects is very well developed.

Commentary

81. Levels of attainment exceed national expectations by the end of Years 2 and 6. At the time of the last inspection, standards were better than usually found in most schools by the end of Year 2 and Year 6. The work to integrate this subject across the entire curriculum has been impressive. Pupils in Year 1 attain at the expected levels and pupils in most other classes achieve at the level above that expected for their age. The most confident pupils in Year 6 are working at levels expected for the next phase of education, in part because their understanding of investigation and personal endeavour are so good. All of the teachers and support staff have undertaken training and the scheme of work ensures that all aspects of the curriculum are taught.
82. By the end of Year 2, pupils understand the various forms of communication such as CD-ROMs, tape recorders, text and photographs. They use the computers for word processing, drafting and editing and importing pictures, using a mouse confidently. They are totally familiar with the keyboard and use of icons. They confidently log on, edit text, save their work and log off. Using remote controlled robotic floor toys is not a special activity but just another thing that they enjoy. Pupils of all ages frequently come to early morning sessions to use mathematics programs or to access other computerised activities that interest them. By Year 6, many pupils are confident and competent users of computers. They know the usefulness of ICT in their work and in the outside world. For example, pupils readily collect information and present it on spreadsheets and graphs. They use secure search engines to access websites on the Internet. Their skills in control technology are equally strong, as the school has good access to an interesting and up-to-date range of relevant software. Besides that available in school there are good links with the local secondary school and another dedicated ICT facility supported by the local education authority.
83. Teaching is very good overall. This has a positive effect on raising standards. All teachers have strong subject knowledge and explain the purpose of all work very well to pupils. Lessons are very well planned and the learning objectives are made very clear. Emphasis is placed on the development of relevant technical vocabulary and very often the skills learned in ICT are used to support work in other subjects. Teachers achieve a

good balance between formal instruction and the time allowed for pupils to get on with their independent work. This results in good learning. In all lessons, the pace is brisk and the activities used are broken down into manageable steps. Skilful questioning fully involves pupils in their own learning and support is well targeted at those who need it most. Positive attitudes and good behaviour are important factors in pupils' achievement in lessons.

84. The leadership of the subject is very good. A wide range of interesting and stimulating strategies to raise attainment levels has been very well managed. The headteacher is the subject leader. She has undertaken a comprehensive whole-school audit to evaluate the best ways to use and extend the existing skill base. As a result, teachers have a very good understanding of what pupils do well and where more support is needed. Very good assessment systems are used to chart pupils' work and progress, and to enable teachers to provide relevant follow up work. The resources are good both in the computer suite and in classrooms. Except during times of collective worship and other special whole school events these machines are in constant use and rarely lie idle. Additional computers are being provided as soon as the building work is completed and pupils are able to use the new classrooms.

Information and communication technology across the curriculum

85. The use of ICT across the curriculum is purposeful and effective. Teachers' planning for other subjects always identifies opportunities for its use. Teachers and pupils often use work from other subjects as the means to promote and extend computer skills. Increasing skills and confidence in mathematics help pupils to develop more advanced skills in the subject. Every pupil follows his or her own individual mathematics programme at some time each week. This work is sometimes undertaken independently and at other times with direction and support from teaching assistants. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading and spelling. Pupils use software programs and the Internet regularly for personal research in other subjects such as history, geography, and art and design. Data handling in science and mathematics using computer skills is one development that particularly inspires pupils.

HUMANITIES

Judgements in these subjects are supported by evidence from discussions with pupils and teachers, together with scrutiny and analysis of pupils' work in books and in work displayed around the school. Few lessons in history were observed and, as the subjects are taught as part of a rolling programme, no geography was seen. The school allocates an adequate amount of time to these subjects across each term. Work in the humanities was not identified as a main focus for this inspection.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Teaching, learning and achievement are very good in Years 3 to 6.
- Very good leadership and management of the subject provide the drive and direction to raise pupils' achievement and the already good standards.

- There are very strong links with other subjects and the contribution to pupils' social, moral, spiritual and cultural education is very good.
- Assessment rigorously guides curricular planning and a wide range of visits and special events are used well to enrich the subject.

Commentary

86. Attainment is good in history. From the available evidence, which includes curricular planning, lessons observed and discussions with pupils in Year 6, they are well-placed to exceed national expectations. Particular strengths are in their knowledge and understanding of ancient civilisation, invaders and settlers, and Britain since the 1930's. They have very good understanding of the effects of historical events and inventions on present-day lifestyles and customs. No judgements have been made on standards in Years 1 and 2.

Geography

As the inspection took place early in the term and no lessons were observed, no judgements have been made about the overall levels of attainment or of provision for subject. Inspectors examined samples of pupils' work from previous years and teachers' planning. The curriculum is broad, balanced and enriching, and pupils in Years 1 and 2 develop their knowledge of a number of countries and localities by following the adventures of 'Barnaby Bear'.

By the end of Year 6, pupils have extended their geographical knowledge and skills by studying physical features such as rivers and mountains, and using a wide range of mapping skills. Work displayed from the previous year showed very good quality studies of Australia and New Zealand, and a very clear understanding of the climate, vegetation, lifestyles and cultures. Residential visits, local visits and ICT are incorporated very well into the curriculum. There are many opportunities for developing literacy and numeracy skills, and the curriculum contributes very well to pupils' spiritual, moral, social and cultural development. Teachers' planning and teaching is monitored regularly and assessment procedures are very good.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers are knowledgeable about the subject and promote a strong interest in the faiths and traditions of others.
- The school is alert to the opportunities to learn from experts in their own faith and to use the skills available to increase the pupils' knowledge.
- The values of the school are an important part of the planning for all lessons.

Commentary

87. Attainment levels in this subject fully meet the requirements of the locally agreed syllabus. Work in this subject is imaginative and practical, and pupils achieve well. This subject was inspected as part of the denominational inspection in 1999, so comparison is not possible. Pupils learn about the Christian, Hindu, Islamic, Jewish, and Sikh faiths and

make visits to different places of worship, sometimes travelling as far as Leicester to experience Islamic traditions. Much of the work is based on experiences and discussion. Pupils' completed work shows that they are developing an understanding of the traditions, customs and dress of different cultures and faiths. In a set of rolling programmes, each taking two years, pupils compare the similarities and differences between the major world faiths. Teachers draw out carefully the similarities between Christianity, Hinduism, Islam, Judaism and Sikhism with regard to the sacred texts, rules for living, customs and prophets of each tradition. From time to time, teachers incorporate the skills of experts and professionals from a number of faiths and traditions to extend to very good effect the range and scope of the work for pupils.

88. In the few lessons seen the quality of teaching was very good. Teachers use work in the subject very sensitively to contribute to pupils' personal as well as academic development. Pupils know many stories from the Old and New Testaments and from the sacred books of faiths other than Christianity. Work to compare the pattern of celebrations based on festivals of light enabled pupils to reflect on the Hindu and Sikh customs at the time of Diwali. Whilst working in groups, pupils reflected that there were many similarities with Christian traditions at Christmas time. Teachers' files show that lessons are carefully planned. Teachers share planning and there is good evidence to show that their approach to the subject is stimulating and relevant to the pupils' needs and interests. The resources available are plentiful and of good quality. All of the teachers are very well informed about the content and purpose of the planned work. Steps have been taken to ensure that all pupils, including those with special educational needs, have full access to the work planned. As much of the work is oral the pupils' work relies less on targets in their individual education plans than in some other subjects. Assessment opportunities are simple, effective and practical. Teachers' assessment at the end of programmes of work is evaluative and reflective, and notes are added to indicate where more resources would be helpful and which parts of the work were most successful. In this Church school, religious education is strongly linked to work in pupils' personal and social development and, together these subjects, make an important contribution to the pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was possible to observe only a few lessons in music, design and technology and physical education, so overall judgements about provision and teaching have not been made. During the inspection there were a number of discussions with subject leaders about their work, inspectors scrutinised teachers' planning and assessment files, as well as talking with pupils and analysing the content and quality of pupils' completed work.

Art and design

The provision in art and design is **very good** and has improved significantly since the previous inspection.

Main strengths and weaknesses

- Pupils benefit from a very enriched curriculum where they have opportunities to use a wide range of media and to work in the style of many famous artists.
- The very good teaching, learning and achievement throughout the school.
- The excellent displays reflect the high value placed on pupils' work.

- Art makes a very good contribution to pupils' spiritual, moral, social, cultural and multi-cultural development.
- Art both enriches and is enriched by other subjects.

Commentary

89. Attainment in art and design is good and exceeds the expected levels at the end of Year 2 and Year 6. Pupils artistic skills develop very well as they progress through the school. They incorporate art from a wide range of cultures and different historical periods into their work. During an excellent lesson observed during the inspection, pupils used their knowledge and understanding of many aspects of ancient Greece to create very high quality patterns of vases and plates. They build on a well-structured range of skills and, consequently, are very well motivated and confident when experimenting with new techniques.
90. The analysis of the wide range of work displayed shows very good progress and standards above national expectations for pupils in Year 2 and Year 6. From the analysis of work, teachers' records and discussions with pupils, it is evident that teaching, learning and achievement are consistently very good. The quality of teaching is very good because all teachers have very good subject knowledge and teach specific artistic skills very effectively.
91. Throughout each year, pupils have very good opportunities for working with a wide range of media including paint, crayons and pencils and material for three-dimensional work. Pupils understand and describe the different styles of a wide range of artists. Pupils are surrounded by examples of very high quality art and are influenced by art from many styles and cultures. Visiting artists, visits to an art gallery and the incorporation of many subjects into art, in addition to the annual Art Week, are some of the many enriching opportunities from which pupils benefit throughout each year. The display of examples of acclaimed art enhances their working environment. Last year parents commented that the Christmas displays in the entrance hall were better than those seen in a nearby city.

Design and technology

Work on display and other collected evidence indicates that attainment in this subject exceeds the expected level. On the day of the first visit the entire school was engaged in a project that linked work in design and technology with studies in geography. The results of this work were very evident around the school but, during the inspection, no lessons were observed. The analysis of pupils' completed work and the observations of work displayed around the school, as well as the teachers' photographic records, indicate that pupils' attainments in design and technology exceed those expected and much of the completed work is of a very good standard. Work on display was linked to written plans and designs, and pupils' comments and evaluations showed how initial ideas had been modified and improved in order to be effective. The completed bridges based on the Sydney Harbour Bridge in Australia were impressive and were capable of bearing loads. Talking with pupils about their work when they continued to criticise their own work and evaluate that of their friends indicated how this part of their activities was so important to them for future projects. Photographic records indicate that the breadth of the curriculum for this subject covers all of the requirements of the National Curriculum. Food technology as part of the healthy schools project is an ongoing part of work linking the subject to Science and literacy.

Music

No overall judgement has been made on the provision for the subject because insufficient lessons were observed to do so. Some strengths have been identified.

Main strengths and weaknesses

- Teaching and learning in Years 1 and 2 are very good, resulting in very good levels of achievement in singing and instrumental work.
- The peripatetic instrumental teaching observed was very good.
- Pupils have abundant opportunities for performing in school and in the community.
- The wide range of visits and visitors contribute to pupils' knowledge and understanding of music from a wide range of cultures.

Commentary

92. Teaching was very good in all the lessons observed. Pupils in Years 1 and 2 sing with very good awareness of rhythm and accurate pitch, and play a variety of untuned percussion instruments sensitively and accurately. The higher attaining pupils improvise rhythmic patterns. The peripatetic teaching of violin, flute and clarinet was very good and most pupils played fluently with accurate pitch and a very good feel for the style and dynamics of music. During assembly, pupils responded very well to the guitar accompaniment and sang "Kum By Ya" with very accurate pitch and a rich, full musical sound. The standards observed in the small sample of lessons were above those found in most schools.

Physical education

This subject was not a main focus for the inspection and there is insufficient evidence to make firm judgements on all areas of planned work. The school is affiliated to a national scheme where professional training and support is available for teachers and pupils. This also links schools with others in a local cluster to enable small groups to join together for competitive team games. There is a good scheme of work and resources are good. All materials to support learning are readily accessible and in good condition.

Planning in teachers' files shows that stretching exercises, good warm-up activities and work designed to raise the pulse rate are regular features in lessons. Pupils know the value of regular exercise and enjoy the facilities provided by the school. Swimming is enjoyed by pupils on a regular basis and, by the end of Year 6, for the past few years all pupils have achieved the expected level and a good number have gained awards that exceed national expectations.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Few lessons were observed in this area of the school's work but those that were indicate that this aspect of the work of the school is regarded as important. Pupils' attitudes, achievements and self-worth are valued highly and are promoted very well. The very good quality of teaching and very good curricular enrichment, including visits to places of educational interest and welcoming visitors to the school, contribute to pupils' knowledge and understanding of many elements of the community and society work. Circle time is used from time to time to give pupils opportunities for voicing their opinions and concerns. During school collective worship the atmosphere created supports the concept of the school family, and is caring and supportive. The headteacher and staff listen to pupils and respond to their opinions. Pupils

develop a very good understanding of how a fair society works. They learn many aspects of a healthy lifestyle, a topic that is very well covered in the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
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).