

INSPECTION REPORT

**BREDGAR CHURCH OF ENGLAND PRIMARY
SCHOOL**

Sittingbourne

LEA area: Kent

Unique reference number: 118732

Headteacher: Mrs N Vinall

Lead inspector: Mr R Robinson

Dates of inspection: 14th –16th March 2005

Inspection number: 266483

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 Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	99
School address:	Bexon Lane Bredgar Sittingbourne Kent
Postcode:	ME9 8HB
Telephone number:	01622 884359
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Evans
Date of previous inspection:	21 st June 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average-sized primary school. Nearly all pupils are of white ethnic backgrounds. No pupils are learning English as an additional language. No pupils are known to be eligible for free school meals. The school serves a socially and economically advantaged area. Children's attainment on entry varies from year to year though is generally average. Thirteen pupils (11.6 per cent) are on the list of special educational needs, which is below average. No pupils have statements of special educational needs. The pupils receiving additional help have social, emotional and behavioural difficulties and dyspraxia. The number of pupils joining or leaving the school other than at the usual times is about average. The school is an Investor in People. The number of pupils at the school has increased since the last inspection because of its popularity. Building works are taking place to extend the accommodation.

The school has experienced a number of difficulties since the last inspection. The previous headteacher died suddenly in 2000 and the present headteacher was acting headteacher until her appointment as headteacher in September 2001. At the request of the diocesan board of education and the local education authority, the governing body and the headteacher agreed her secondment, during the 2003/4 academic year, to another local school experiencing difficulties. There have been unavoidable temporary teaching arrangements over the past two years in the Year 3/4 class. The school was identified as a Beacon school from June 2000 until July 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9327	Stuart Vincent	Lay inspector	
25431	Lesley Clark	Team inspector	Foundation stage Science Art and design Design and technology Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound education for its pupils. The climate for learning is established well. Standards of the present Year 6 are average in English and science and are above average in mathematics. Pupils' achievement is satisfactory. The quality of teaching is satisfactory. The leadership and management of the school are good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are as follows:

- The leadership and management of the headteacher and the governance are good.
- Standards are improving but in the 2004 national tests standards were not high enough compared to pupils in similar schools.
- The quality of teaching and learning is very good in the reception and good in Years 5 and 6, although there are some weaknesses in the teaching in Years 1 to 4.
- Pupils' confidence and self esteem result from very good and trusting relationships between staff and pupils.
- The accommodation and resources are unsatisfactory; however, the extension to the building and planned refurbishment and resourcing will place the school in a good position to overcome most inadequacies.
- There are no subject co-ordinators for art and design and design and technology, and the headteacher takes responsibility for the co-ordination of too many subjects.
- Pupils' opportunities to develop and use their skills in mathematics and information and communication technology in other subjects are insufficient.
- The school's dealings with parents result in high levels of parental satisfaction.

Improvement is satisfactory since the last inspection in June 1999. Significant staffing difficulties have been overcome. Pupils' achievement remains satisfactory. Standards have dipped over time but have begun to rise recently. The issues identified at the last inspection have been addressed. The curriculum for children in the reception has improved significantly. Lesson planning is satisfactory and is linked to pupils' attainment and specific learning objectives. The school improvement plan is good and includes a strategic view.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	B	C	E
Mathematics	B	D	B	D
Science	D	E	C	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2

Note: caution must be taken when comparing year-on-year results because of differences in the composition of year groups in a small school.

Achievement is satisfactory, including that of pupils with special educational needs. Achievement is very good in the reception and satisfactory in the rest of the school. Children in the reception class are likely to exceed the expected national targets by the time they start Year 1 in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development. Standards of the present group of pupils in Year 2 are average in reading, writing, mathematics and science and

are above average in the skills of speaking and listening. Standards in the national tests at the end of Year 2 in 2004 were in line with the national average in reading and writing but below average in mathematics. Standards of the present group of pupils in Year 6 are above average in mathematics though average in English and science; however, in the 2004 national tests at the end of Year 6, standards compared to similar schools were well below average in English and science and below average in mathematics. No judgements on standards could be made in other subjects or areas of learning.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils' attitudes and behaviour are good. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory and leads to pupils' sound achievement. **The quality of teaching and learning is satisfactory.** Teaching and learning are very good in the reception class and good in Years 5 and 6. The teaching in Years 1 and 2 and in Year 3 and 4 is satisfactory, overall; however, in both classes there are weaknesses in teaching which result in a small proportion of unsatisfactory learning. The quality of teaching and pupils' learning are satisfactory, overall, in English, mathematics and science, although the teaching of mathematics is good, on balance, in Years 3 to 6. No judgements were made on the quality of teaching in other subjects. Literacy skills are developed soundly across the curriculum; however, numeracy and information and communication technology skills are used insufficiently in other subjects. The assessment and recording of pupils' progress are satisfactory. The curriculum is satisfactory and is enriched well. The accommodation and resources are unsatisfactory. The present redevelopment of the building will rectify many of the weaknesses; however, the lack of a hall restricts further improvement in the development of the curriculum in music and physical education as well as preventing the daily joining together of pupils and staff for assemblies. Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good support, advice and guidance and involves them well in its work and development. The partnership with parents is good and there are good links with the community and other local schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is good and she is assisted soundly by subject co-ordinators. Management is good. The governance of the school is good and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the education the school provides for their children. Pupils are positive about the school. Neither parents nor pupils have any significant concerns.

IMPROVEMENTS NEEDED

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

- drive up standards further, by the end of Year 6, to be at least in line with those of pupils in similar schools.
- provide additional help and guidance to strengthen teaching in Years 1 to 4 to speed up pupils' learning.
- review the allocation of co-ordination of all subjects to ensure equitable workloads amongst staff.
- complete the extension to the building and planned refurbishment and seek ways to provide a hall to improve provision for daily use for assemblies, music and physical education.

- provide more opportunities for pupils to develop and apply skills in mathematics and information and communication technology in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good in the reception and is satisfactory in Years 1 to 6. Standards are average in Years 2 and 6.

Main strengths and weaknesses

- Children in the reception achieve very well and are likely to exceed the goals set for them by the time they start Year 1.
- Standards have been variable with a downward trend over time; however, standards are now starting to rise.
- Successful initiatives have been put in place to improve standards.
- The challenging targets set for pupils to reach in the national tests by the end of Year 6 are on course to be met except at the higher level in English.

Commentary

1. The children in the reception class are on course to exceed the expected standards by the end of the reception year in personal and social development, communication language and literacy, mathematical development, knowledge and understanding of the world and in physical development: this is because of the high standard of teaching and the efforts the leadership and management have made to improve provision. The children make very good progress in their learning and this is a significant improvement since the last inspection when children made satisfactory progress.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.1 (16.7)	15.8 (15.7)
Writing	14.6 (11.7)	14.6 (14.6)
Mathematics	15.8 (17.1)	16.2 (16.3)

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

2. Over time, standards, by the end of Year 2, had varied, partly because of differences in the composition of classes in a small school; however, the overall trend was downwards. In the national tests in 2004, the results showed a significant improvement on the previous year in writing but a dip in reading and mathematics. Compared to similar schools, standards were well below average. The below average proportion reaching levels of attainment above those normally expected in reading and mathematics was of concern and the headteacher took action to improve standards on her return to the school. Because of the success of initiatives and support for the teaching in Year 2, standards are now average in reading, writing, mathematics and are above average in the skills of speaking and listening. Pupils' achievement is satisfactory, as was the case at the last inspection.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.6 (27.6)	26.9 (26.8)
mathematics	28.1 (26.4)	27.0 (26.8)
science	28.9 (26.4)	28.6 (28.6)

There were 16 pupils in the year group. Figures in brackets are for the previous year

3. As can be seen from the above table, standards improved significantly in the national tests in 2004 at the end of Year 6 in mathematics and science; however, standards in English declined because of a below average proportion of pupils reaching the higher level (Level 5). Compared to similar schools, pupils' performance was well below average, overall. The trend over time of results was below the national trend. Pupils in the present Year 6 are in line with the national average in English and science, though are on the cusp of being above average. Standards in mathematics are above average. The standards are higher in mathematics because of the good teaching in Years 5/6 and sound teaching in Years 3/4; as a consequence, pupils' achievement in mathematics is good. Overall, pupils' achievement in all subjects reported in full is satisfactory, as was the case at the last inspection. No differences were seen between the achievement of boys and girls. Pupils with learning difficulties make satisfactory progress. Gifted and talented pupils have been identified and their achievement is similar to that of other pupils.

4. Now that the staffing is more stable, standards are continuing to rise. The headteacher and governors have put in place an effective school improvement plan closely linked to raising standards. The targets set for the present Year 6 were demanding and changes of the group since setting the targets, because mobility, has had an effect on overall performance grades. By the end of Year 6, the school is on course to reach the level expected nationally (Level 4) in English and mathematics. At the higher level (Level 5), the school is likely to reach its targets in mathematics but will be hard pressed to make its target in English. A good proportion of pupils are working close to Level 5 in English, though examination of pupils' work indicates that the school will find difficulties providing sufficient help for many of these pupils to achieve the higher level despite the staff's high expectations.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils enjoy coming to school and attendance is very good. The school provides well for their spiritual, moral, social and cultural education.

Main strengths and weaknesses

- Pupils behave well and have good attitudes and motivation to learn.
- Spiritual, moral, social and cultural education is good and particularly helps create mature, responsible pupils.
- Attendance is well above the national average.

Commentary

5. Pupils behave well in lessons and around the school. They are friendly and responsible and enjoy being in school. They respond very well and talk easily to adults. Relationships, at all levels, are relaxed, sociable and very good. Children trust adults and know very well that they are there to help and guide them. There are seldom any serious concerns over behaviour, and parents are confident that staff handle any problems well. There have been no exclusions in recent years.

6. Attitudes and commitment to learning are good. Pupils are very proud of their school and would recommend it to others. Older pupils talk fondly about their enjoyment of their time in school and show maturity, considerable confidence and self-esteem. In the foundation stage, children make very good progress towards achieving their goals for personal, social and emotional development. Pupils' concentration, ability to work steadily over a period of time, and co-operative and social skills all develop well as they progress through school. They particularly like lessons where they can work in pairs or groups and especially like lessons that involve practical work and finding things out; for example, science and design and technology. When teaching is imaginative and challenging, pupils respond very well and become engrossed and do not want the lesson to end.

7. The school provides a good curriculum for spiritual, moral, social and cultural development. Provision for spiritual education is satisfactory and uses assemblies and religious education lessons

to give pupils opportunities to think about feelings and beliefs, and about the power of prayers, both of Christian and other religions. The school teaches moral and social skills well. Behaviour expectations are clearly understood by pupils. Pupils have many opportunities to do useful jobs, such as of school counsellors as well as many others in the classroom. Some are 'Bear Keepers' helping younger children to settle in to school and they do this very willingly. Pupils in Year 6 are extremely confident, articulate and well prepared to move on to secondary school. Cultural education is based on a very strong commitment to the arts and music. Local traditions are celebrated. The building work unearthed Roman remains which gave pupils a first class example of how long their village has been in existence. African drumming, discussion of Indian sub-continent lifestyles and the culture of north American-Indians and visits by steel bands enhance further pupils' cultural understanding during studies in art and design, in geography and in music.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.1
National data	5.1	National data	0.4

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

8. The above figures show that the school's attendance record is well above national averages. Pupils enjoy coming to school and their parents do their best to ensure their children attend regularly. They are extremely co-operative in reporting absences and ensure their children arrive punctually at the start of the day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The quality of teaching and learning is sound. The curriculum is satisfactory and is enriched well. Standards of care, welfare and health and safety are good. Pupils' views are sought and acted upon well. Partnerships with parents and the community are good and links with other schools are well established.

Teaching and learning

The quality of teaching and learning is satisfactory. The assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Teaching and learning in the reception are very good.
- The assessment procedures in the reception are very good and the information is used very well to plan children's learning.
- The teaching in Years 5 and 6 is good.
- Weaknesses in teaching slow down pupils' learning in English and science.
- Skills in numeracy and information and communication technology are used insufficiently in other subjects.

Commentary

9. As can be seen from the following table, the quality of teaching seen was variable though included a significantly high proportion of very good teaching. The very good and excellent teaching was seen in the reception and this is a significant improvement since the last inspection and results from good leadership as well as good teaching. The good teaching and learning was in Year 5/6. The quality of teaching and learning seen in Year 1/2 and in Year 3/4 was satisfactory, overall; however, an unsatisfactory lesson was seen in each year group.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	4	6	2	0	0

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

10. Teachers have sound subject knowledge with particular strengths in the understanding of how children of reception age learn. In Years 1 to 6, the planning of lessons is sound and it is matched appropriately to pupils' needs. Teaching assistants are generally used well to assist the learning of pupils, particularly those with special educational needs. Teachers expect pupils to behave well and, because of very good relationships between pupils and teachers, pupils' attitudes to work and behaviour are good. Equality of opportunity for pupils at different stages of learning is good.

11. In the reception class, the teaching is very good, resulting in children quickly gaining skills, knowledge and understanding. The teaching is planned very well to engage children's interest and enthusiasm, as well as to challenge them at all levels of attainment. Children make very good progress in their learning and work hard because lessons are very well organised and time is used very effectively to ensure a fast pace of learning. The teacher and teaching assistant work together very well and this benefits children's learning. Accommodation and resources, including the local environment, are used very well to capture children's interest and enthusiasm.

12. Children's attainment on entry to the school is monitored very carefully so that the teacher and the teaching assistant have a very good understanding of each child's needs. The planning of the curriculum and individual lessons are considered carefully resulting in children achieving very well. On-going notes are made of children's attainments and are recorded efficiently using a computer program for all areas of learning. Termly monitoring by the management of detailed graphical information helps the school to gauge the progress of individuals and groups of pupils

13. In Year 5/6, the teaching is good and pupils learn well. Lessons are planned well and challenge pupils to think and work independently. Occasionally, the teaching is focussed too much on delivering the prepared lesson rather than responding to the learning needs of individual pupils. Resources are used well to explain new work; for example, a projector linked to a computer helped pupils to gain a better understanding of how to measure angles accurately.

14. The teaching of mathematics in Year 5/6 builds well on previous sound learning in Years 1 to 4 resulting in pupils' gaining good skills and knowledge as well as having good opportunities to work independently and collaboratively. In English and science, the teaching is sound, overall; however, there are weaknesses in the teaching in some lessons in Years 1 to 4; for example, in an English lesson in Year 3/4, the questioning of pupils was insecure and pupils lost concentration under a barrage of words. Too much time was taken up by pupils listening in the opening part of the lesson and opportunities were missed for pupils to contribute. In a science lesson in Year 1/2, weaknesses in planning, questioning of pupils and the organisation of teaching resulted in insufficient progress from pupils' previous understanding and readiness to learn.

15. A sound emphasis is placed on developing literacy skills throughout Years 1 to 6 through their application in other subjects. Examination of pupils' work over time shows very few opportunities for pupils to practise skills in numeracy. Information and communication technology is used rarely to assist learning in other subjects.

The curriculum

The school provides satisfactory opportunities for learning which meet statutory requirements. A good programme of activities and well-chosen visits and visitors enriches the curriculum. Accommodation and resources are unsatisfactory.

Main strengths and weaknesses

- The curriculum in reception is good.
- Good opportunities are made to enrich the school curriculum and there is a good range of after-school activity for Years 3 to 6.
- Unsuitable accommodation and insufficient resources restrict the pupils' opportunities, particularly for physical education and information and communication technology.

Commentary

16. The curriculum in reception is well planned to provide lively, interesting learning experiences both indoors and outdoors. It provides many opportunities for children to learn through discovering for themselves and, as a result, they happily transfer resources from inside to outside as they require them. Although the outside area is small, judicious choice of resources, such as a very large sandpit into which several children can climb, means that all space is used well.

17. The school is good at exploiting opportunities to make the curriculum come alive for the pupils; for instance, Year 6 pupils were animated when they talked of the find of Roman remains under the foundations for the new classrooms, and they fully appreciated seeing and handling some of the artefacts found there. Theme days, such as the Tudor day which included a Tudor feast and a visitor in the role of Annie the Pedlar, and a Victorian day, help pupils' understanding of the corresponding historical projects. Relevant visits, including to a reservoir to complete a geographical study of water and the use of the immediate environment of the village and church, support learning in history and geography well. Given the size of the school, the provision of after-school activities for Years 3 to 6 is good, catering for a range of interests, academic, sporting and artistic. In an after school club, pupils enjoy playing a well-known game to develop their spelling. The teaching of French in Years 3 to 6 enriches the curriculum further.

18. The curriculum for pupils with special educational needs is suitably extended by the individual education plans which set out attainable targets, and is regularly reviewed with the pupils and their parents. This is an improvement since the last inspection.

19. Provision for physical education is restricted by the lack of a suitable hall and appropriate equipment. The development of some aspects of the subject, especially for older pupils, is inhibited because of inadequate space. Since the neighbouring community hall is available to the school only at certain times, the development of the school community is affected by the lack of a suitable area where the whole school can meet daily for worship or for other events, plays and concerts. The inadequacy of resources for information and communication technology adversely both affects pupils' opportunities in the subject and their achievement. An unreliable connection to the Internet reduces opportunities for pupils to undertake individual research and to practise further information and communication technology skills.

Care, guidance and support

The school takes good care of pupils. Children are supported well to help them learn and they are given very good opportunities to make their views known.

Main strengths and weaknesses

- Arrangements for welfare, health and safety are effective.
- Good support is based on knowledge of individual pupils.

- The school gives pupils a voice and values what they say.

Commentary

20. Health, safety and welfare arrangements are all planned and carried out well. The headteacher organises health and safety routines and is ably supported by governors with specialist knowledge. Policy and procedures cover security, fire drills, medicines, first aid, visits, risk assessments and curricular safety. At this particular time, with major new building work going on alongside the existing accommodation, it is even more important to remain vigilant, and additional site tours of inspection have been planned and take place. Child protection routines are managed by the headteacher and senior teacher and these are planned diligently. There are good links with the social services, school nurse and other professionals, should they be needed. The school succeeds admirably in providing a warm and friendly learning environment. Children help newcomers to settle and make friends; all are encouraged to live healthy lifestyles, bring a healthy lunchbox to school and have fruit every day. Pupils rightly feel secure and valued.

21. The school assists children well to ensure they learn steadily. Induction routines in the reception class are flexible and planned well. When pupils transfer to Year 1, the curriculum and activities are often modified to help them make the transition. In this small school, children are known well by their class teacher and invariably also by other teachers and teaching assistants. Just recently, the school has introduced new computer-based systems to track progress and targets and these can show any changes in the rate at which children are learning. The family atmosphere in school is very evident. Teachers know children's home circumstances well and this helps them to be aware of problems which might affect learning. Parents may themselves raise a concern, and in all cases the school will work closely with them to try to give appropriate support.

22. The school works hard to give pupils a say in how their school is run. The school council has been established for several years and the counsellors are proud of the job they do. They have been involved in fund-raising, and have suggested ideas for clubs, new mathematics books and dinnertime play. Now that the new building is close to completion, counsellors are keen to have a hand in the re-design of the playground and recovery of the nature garden. All pupils are taking more responsibility for their own learning and sharing their targets with their parents and teachers.

Partnership with parents, other schools and the community

Links with parents are good. The school keeps parents very well informed and they have very positive views of the school. The school's relationships with the local community are good and there are effective links with other schools. All of these aspects benefit both pupils and staff.

Main strengths and weaknesses

- The range and quality of information for parents is very good.
- Parents contribute well to the school's life and the success of their children.
- The school's links with the local community are well established.
- Extremely beneficial work is accomplished with other schools.

Commentary

23. Parents are kept very well informed and are encouraged to approach the school at any time if they have concerns. Families receive the regular newsletters as well as those for specific school events. The newsletters include a very wide range of subject matter: clubs, diary dates, staffing, curriculum, sporting fixtures, and so on. The Friends of Bredgar also publish their own circulars to advertise forthcoming social events and the results of their own fund-raising. Only just recently, the school has created its own website and this will allow all of this information to remain more permanently available. During the course of a year, there are meetings at key times, such as before

the statutory tests for Years 2 and 6 and before the selection examinations for secondary school.

24. There are other meetings for parents whose children are just starting at the school. To help parents assist their children at home, the school is launching 'Keeping Up with the Children' classes about literacy and numeracy.

25. Parents talk to teachers formally, twice a year, about progress and also share their child's targets. They always have access to these as well as their child's reading records and so can see progress in literacy and numeracy. At the end of the year, the annual reports are useful and give a good description of academic progress as well as personal development. Parents are also themselves consulted and asked to complete an annual questionnaire to help the school to meet their needs and aspirations for their children. As an informal addition, the headteacher tries to be available for informal talks as parents collect their children at the end of each day.

26. Because parents are kept so very well informed, they have a very positive view of the school and contribute to its success. There are a number of parents who help in school with reading and the website, running clubs and helping with practical lessons, and many more volunteer to help with school trips. Through the work of Friends of Bredgar, all parents have a chance to help organise or, at the very least attend, social functions, which add a community dimension to the school and at the same time raise funds. These are spent directly for the benefit of pupils on resources and equipment. Parents also support their own children well. They clearly encourage their children to succeed and almost all will be involved in consultation meetings and sharing targets, giving their willing support to children's homework, helping them to get the best from the school. The high levels of attendance are a further indicator of parents' determination to help their children succeed.

27. There is a very clear feeling that the school is a prime part of the village community. The school's use of the village hall for physical education and other activities helps ensure that it remains viable for wider community use. Links with the church are strong and, although there is no minister at present, it continues to be used for services and as a learning resource itself. There are charitable connections also which gift a bible and a trip to the top of the church tower to each Year 6 leaver. Many of the children at the school came through the local playgroup. Children from the playgroup attend many of the school's social events. These contacts help children to settle into already familiar surroundings when they join the reception class.

28. The school works well with other schools. There are sporting fixtures and musical events, for the pupils. Members of staff meet regularly for professional development. Good contacts with secondary schools result in access to information and communication technology support and use of a mini-bus and sporting facilities. Of particular note is the work done by the headteacher to support a local primary school through a difficult period; the need, for example, to diagnose problems, plan improvements, evaluate progress and recruit staff in another school has given the headteacher concentrated experience which is now positively benefiting the work of this school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good leadership and manages the school well with the aid of the senior teacher. Governance and financial management are good.

Main strengths and weaknesses

- The headteacher has a very clear view of what needs to be done to raise standards, offers good leadership to the staff team and manages the school efficiently.
- The headteacher has responsibility for too many subjects of the curriculum.
- The role of the governing body is developing well and its work is focused on helping to shape the direction of the school.
- The school is well placed to improve further.

Commentary

29. It is abundantly clear that the headteacher knows exactly what to do to improve the quality of education offered by the school. The measures she has put in place since returning to the school in September 2004 are proving effective. Since the last inspection, the school has gone through a difficult period because of staffing problems, building works and the secondment of the headteacher to another school. During this time, standards fell. The headteacher consulted with the local education authority and put in place initiatives to improve provision. The success of these is reflected in the higher standards and achievement in the current Years 2 and 6. The appointment of a specialist reception teacher has improved the quality of education in the foundation stage considerably since the last inspection; provision is now very good. The school improvement plan is most appropriate and details the initiatives to raise standards in English, mathematics and information and communication technology and also improve assessment. An important part concerns the improvement of the quality of teaching and learning in Years 1 to 6 to reach the same high quality evident in the reception class. Accordingly, additional training from advisers, including demonstration lessons and shared teaching, was put in place and has proved effective in developing the expertise, confidence and competence of staff in Years 1 and 2. The weaknesses in teaching and learning in Years 3 and 4 are currently being addressed appropriately. Additional support and guidance are planned to raise the good teaching quality evident in the Year 5/6 class to very good so that pupils receive high quality teaching throughout the school.

30. There have been many unavoidable changes of staffing at all levels. The disturbance over time may have contributed to the no better than satisfactory progress of the school since the last inspection. Monitoring of teaching and learning in a formal way is recent and support is being given to a newly qualified teacher at the present time. The secondment of the headteacher to another school may not have been entirely in the best interests of Bredgar School, even though there have been some advantages. In the last two terms, however, the school has begun to flourish again with a rate of change driven by good leadership and management. In order to accelerate improvements in standards, the headteacher has taken on absent staff's subject responsibilities as well as her own while offering professional development to other staff to equip them to lead and manage a limited number of subjects effectively. While this is effective as a short-term measure, currently the headteacher is doing too much. Performance management systems are in place and the headteacher and senior teacher take responsibility for the assessment of other staff. Performance management governors are very aware of standards and achievement and set objectives for the headteacher which are entirely appropriate.

31. The well informed and questioning governing body has a clear vision for the school and offers strong support to the headteacher. The governors have a good understanding of the strengths and weaknesses of the school through visits, discussions and examinations of statistical evidence regarding standards in relation to national norms and those in similar schools; as a result of this, for example, a governor presented to the governing body a very clear chart of how external factors mainly beyond the school's control linked exactly with the drop in standards. The governors question the headteacher about standards and maintain very good relationships and support for all staff. The governors have a sound understanding of the principles of best value.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	327,995	Balance from previous year	94,984
Total expenditure	326,958	Balance carried forward to the next	96,021
Expenditure per pupil	3237		

32. The reason for the high carry forward figure is that it contains a contribution to the new building work.

33. The principal aids to the school's future development are the good leadership and management of the headteacher, the supportive and challenging governing body and the increasing stability of staffing. The main barriers to learning have been the significant disruption to staffing which in a small school has a disproportionate impact and the building work which has been going on for a considerable length of time. Now the building is nearing completion, and staffing is relatively stable, the school is well placed to move forward rapidly.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the reception class at the start of the year in which they are five. This year, there are far more boys than girls. Attainment on entry ranges from below average to above average. The attainment of the present group of pupils was below average when the pupils started school, especially in personal, social and emotional development and in the girls' knowledge and understanding of the world and physical development. Very good quality assessments showed that boys were learning more effectively when they were active and so the curriculum has been well planned with both this and the concurrent development of girls' knowledge and understanding of the world and their physical development in mind. The quality of teaching and learning is very good. The very good partnership between the teacher and teaching assistant enables children to learn very well. Leadership and management are good. The foundation stage has made very good improvement since the last inspection and this is reflected in the children's very good achievement in all areas of their learning. The accommodation is satisfactory as are the learning resources. Too few lessons were seen to be able to make secure judgements on standards in creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching develops successfully children's personal, social and emotional development and enables them to achieve very well.
- The opportunities for children to learn independently and in groups are very good.
- The outside area is used very well to develop children's co-operative skills.

Commentary

34. Standards are likely to be above expectations by the time the children enter Year 1. Initially, a large proportion of children found it very hard to share but it is quite clear that they are learning rapidly, for when one child rather sharply reminded some squabblers, 'What about the sharing?', this had an immediate effect. Children learn very quickly to be less self-centred though some struggle not to demand attention or to dominate. The very good quality teaching helps children to work well together without direct supervision. They are given very good opportunities to choose and seek out their own resources. Consequently, they are turning into mature and independent young people with definite views of their own. After two terms in reception, the children are sufficiently confident to sing a lengthy response in French when the teacher sings the register in that language. Almost all sing on their own, pronouncing the words clearly and singing along discreetly when anyone had difficulties. Children with significant learning difficulties are helped very well by staff and are fully included in learning alongside other children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well because of the very good provision for their individual needs.
- Standards are likely to be above expectations by the end of the reception year.

Commentary

35. Children are very keen to read, and enjoy sharing a book with an adult. The quality of teaching is very good, encouraging children to read out unfamiliar words by sounding out the letters. Average and lower attaining children over the course of the year move from not recognising many letters to confidently blending sounds to form words. Higher attainers read simple sounds at sight and work out longer ones, such as 'wanted'. Members of staff make stories come alive through their expressive reading and children listen intently, appreciating the different characters because of the different tones of voice. Questioning is very good and very well matched to children's abilities; for example, a higher attainer had a go at explaining 'reluctantly'. Children make similarly very good progress in writing. Average attainers, who initially needed a lot of help with forming letters, now write simple words unaided and higher attainers begin to write simple sentences. Lower attainers recognise initial sounds and know to sound out each letter as they try to write. Children with considerable learning difficulties make very good progress in learning to talk because the sensitive teaching fully includes, celebrates and nurtures every response. The work is very well matched to children's individual needs and challenges and interests them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Standards are on course to be above average by the end of the reception year.
- Teaching is very good and children make rapid gains in their learning.

Commentary

36. Children achieve well and from recognising few numbers and counting by rote gain a very good understanding of how number relates to quantity. The teaching is very well planned to help children to learn actively through songs and rhymes which fully involve their participation. Very careful timing ensures that children rarely sit and listen for long. They leap to their feet eagerly to join in rhymes. The resources for learning are good and are chosen to stimulate children's interest; for example, higher attainers played a game involving two dice which they added up as they moved the big red bus counters round the board. Because children have a great deal of free choice, they help to set their own challenges; for example, an average attainer decided he wanted to write 'the name of ten' as well as the number. The very good partnership between the teacher and teaching assistant ensures seamless learning, of 'more than' and 'less than' for instance, in a variety of contexts. The individual observations that staff carry out provide an invaluable record of children's progress as significant achievements are noted and set against the expected levels of attainment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Standards are likely to be above expectations by the end of the reception year.
- The teaching is very good and this results in learning being exciting and fun.

Commentary

37. The quality of teaching and learning is very good and children achieve very well. Standards by the time children join Year 1 are likely to be above average.

38. The children have very rich and broad experiences of knowledge and understanding of the world which link very well to other areas of learning. Lessons are carefully planned; however, the

staff grasp spontaneous learning experiences. The teacher and teaching assistant work together very well and this benefits children's learning. This very effective approach to teaching and learning is given in the following example of outstanding practice.

Example of outstanding practice

A lesson in the reception class to develop children's understanding of mechanisms and the texture of materials was enhanced by the staff seizing unexpected learning experiences. Children were fascinated by how a 'Jack-in-a-box' worked. A higher attainer explained confidently that the toy depended upon a spring. A child, who rarely spoke, called out 'me' when the teacher asked who wanted to be the 'Jack' in a role play situation. Children decorated boxes for their model toys with different textured materials. Staff decided to take a group of children into the adjacent graveyard to observe the start of roofing the school extension. Children commented on the piles of tiles and the teaching assistant questioned the children very well. Children knew technical words, such as 'scaffold', and explained how the tiles appeared on the roof. Cries of delight were heard when two large worms were found in the grass. These were handled carefully and taken back to the classroom along with some new and old tiles. The worms were placed in the class wormery and a higher attaining child remarked, 'There are eight worms in already so if we put two more in there will be ten because eight add two is ten.' Children examined the tiles and noticed a range of colours and textures on the old tiles and suggested reasons for the differences.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Standards are likely to be above expectations by the end of the reception year.
- The organisation of staffing and activities is very good providing very good opportunities for children to achieve very well.

Commentary

39. Children have very good opportunities to play outdoors using a good range of equipment to develop their physical skills. Much of what they do requires them to be agile, climbing in and out of different buildings, vehicles and sand pits. The children worked together well painting a large cardboard house and explained what they had made in the construction area, pointing out the wet sand they had used for cement in their brick wall. The teaching is very good and the outside areas are used exceptionally well to promote other areas of learning through physical development, as well as physical development itself; for example, a lower attainer asked the teacher to help him sound out the names he wanted to write on the large parcels he had made from cardboard and sticky tape and wanted to deliver from the post van he had created from a tricycle and trailer. Lower as well as higher attainers use scissors, different sized pencils and paintbrushes with dexterity. The very good relationships between staff and children mean that children treat adults as a larger version of themselves and engagingly ask, 'Do you want to come and help us?' Their physical confidence and competence develops sufficiently well for children to organise playing 'Grandmother's footsteps' in the large playground with high levels of enjoyment and strict adherence to the rules as they strive not to move when 'Grandmother' turns around. The spontaneity and resourcefulness evident in the teaching illustrate the very good practice that leads to children's very good achievement; for example, on a windy day, a girl was vigorously sweeping the outdoor area and watching the sand float in the air while the others gazed in wonderment at the toy windmills fluttering and turning.

40. In **creative development**, children have very good opportunities to explore different media, creating, for example, piggy banks out of papier-mâché to resemble an alien, drawing on their growing knowledge of shapes in their mathematical development. Children are very independent and take what they need from the cupboard confidently. They collect their own resources to take outside and are very busy, active children, purposeful and lively. Adults are skilled at developing

children's speech to encourage them to explain how they are going to make and look at the effects of different materials.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision in English is **satisfactory**

Main strengths and weaknesses

- Standards of speaking and listening are good but spelling is weak.
- The quality of teaching and learning is inconsistent across the school.
- The skilful and experienced teaching assistants contribute very well to pupils' learning although their skills are sometimes under used.

Commentary

41. The trend in results in the national tests for reading at the end of Year 2 has been steadily downwards over the last four years, with both boys and girls in 2004 being about two terms behind those in 2001. The decline in results in writing is not so marked. In both cases, the results in 2004, though average in national terms, were well below the average of pupils in schools where a similar proportion is eligible for free school meals. This is because, although a satisfactory proportion of pupils scored results at the level expected of pupils of this age, too few scored at above that level.

42. The test-score picture at the end of Year 6 varies significantly over time varying from well above the national average in 2002 to well below average in 2001. Standards in 2003 were above the national average and average in 2004. Nevertheless the five-year trend is downwards to the point that although results in the 2004 tests were average when compared with schools nationally they were well below average when compared with schools in similar circumstances. A feature of the 2004 results was that, although a very high proportion of pupils achieved results appropriate to their age, not enough of them achieved beyond that standard to match the national picture.

43. The reasons for this lie partly in the disproportionate influence of individual results in a small age group. They lie partly also in the period, lasting almost four years, of disturbance and distraction in the life of the school which has affected the results of the higher attaining pupils in particular. However, the standard of the work seen of the present Year 2 and the present Year 6 was consistent with satisfactory achievement and average results at the end of the year.

44. Pupils speak well, in keeping with their general self-confidence. Pupils from all age groups take a full part in the school council. Higher and some middle attaining pupils in Year 2 answer questions cogently and in good sentences. One boy, describing at length the kind of books he liked reading, was quite clear why: 'I like the action,' he said, 'and the blood.' Pupils with special educational needs are fully included in class discussion and, supported by the teaching assistants, confidently volunteer ideas. Year 6 pupils are generally very articulate and support their views with good argument. One group explained that history was very enjoyable because of their teacher's enthusiasm for it, the individual research they are expected to undertake and the practical nature of many of the activities, saying, 'We handled fragments from a Roman pigsty and saw a complete Roman vase'.

45. Weaknesses in pupils' spelling contribute to standards of writing which are average. Sometimes this is because pupils write as they speak, a high-attaining Year 2 pupil writing 'fing' for 'thing' for example; or, in Year 6, 'Why fox-hunting should be band.' Sometimes pupils have not mastered common homophones; understanding your/you're; their/there/they're is part of Year 5 work, but they are confused in the writing of higher and average ability Year 6 pupils. Lower attaining pupils make many spelling mistakes.

46. There are good features in the teaching which, overall, is satisfactory in quality and helps pupils to learn at a satisfactory rate. Lessons are well planned and carry pupils forward well; they gain confidence from knowing what comes next. Instructions are clear and often checked by careful

questioning so that pupils know what they have to do and can get on straight away. In Year 1/2, in particular, the teacher was skilful at giving pupils plenty of time to think about what they had heard and to formulate and articulate their replies, another way of developing their confidence. Nevertheless, there are weaknesses in some teaching which cause it to lack consistency. On these occasions the teacher's own language is not well suited to what the pupils need, so that pupils become confused. Questioning is not subtle enough or carefully enough considered; and there are times when the lesson is focused too much on the teacher and there is too little participation on the part of the pupils.

47. The very experienced teaching assistants make a powerful contribution to the pupils' learning in English, especially that of lower-attaining pupils and those with special educational needs; for example, in Years 1 and 2, these pupils were well integrated into the individual activity because of the work of the teaching assistant who skilfully coached and cajoled them to do their best, writing down their answers for them. Teaching assistants are not always used to the best advantage, however, when the class is together at the beginning and the end of lessons.

48. The leadership and management of the subject are satisfactory. Recent events have precluded much development, though the subject has successfully maintained the position reported last time. Nevertheless, suitable measures are now in place which put the subject in a good position to improve.

Language and literacy across the curriculum

49. The links between English and other subjects are satisfactory. The mutual support is particularly strong with history in Year 5/6 where the class novel was chosen to illustrate the current topic and pupils write extensively about the Victorians. There are good cross-curricular links with mathematics and science.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Older pupils achieve well because of good teaching.
- The teaching of pupils in Years 1 to 4 could be better.
- The actions taken by the headteacher have helped to boost standards.
- Opportunities to develop mathematical skills in other subjects are unsatisfactory.

Commentary

50. Standards in Year 2 are average and in Year 6 are above average. Pupils' achievement is good, on balance, because teaching is good in Year 5 and 6 and builds well on the sound teaching in Years 1 and 2 and in Years 3 and 4. Standards compared to the national average at the end of Year 6 have varied over time mainly because of differences in year groups. Improvements since the last inspection are satisfactory.

51. Good teaching was seen in Year 5/6. The objective of the lesson was explained clearly and the teaching was demonstrated well using a projector linked to a computer. The program used was chosen well to consolidate and extend pupils' learning about angles. Pupils were attentive and interested. The introduction was rather lengthy and the moving of desks and pupils' positions in the classroom slowed down the pace when pupils were about to set about their individual and group tasks. The work for pupils was planned well to meet their needs according to their level of attainment. The teaching assistant worked well with lower attaining pupils to help them learn to measure previously drawn angles accurately with a protractor. Higher attaining pupils carefully drew and measured a variety of angles and knew the names of the angles, such as 'acute', 'obtuse' and

'reflex'. A sheet showing success criteria for each group gave useful information to help pupils to fulfil the learning objectives.

52. In Years 1/2 and Years 3/4, examination of previous work over the year shows pupils have made sound progress. In Year 1/2, the marking is constructive and clearly shows pupils how well they are doing and indicates occasionally what pupils should do to improve. In Year 3/4 the presentation of pupils' work is good and learning objectives are shown as the title of recorded work; however, the marking of work is merely ticks with sometimes a positive comment. In the lessons seen, there were strengths as well as weaknesses. In Year 1/2, information and communication technology was used well in group work; however, in the introduction, the visual aids were too small and opportunities were missed to explain the learning more efficiently using the interactive whiteboard. The teaching assistant was deployed well to help Year 1 pupils and lower attaining pupils in Year 2. In Year 3/4, the teaching assistant helped pupils with learning difficulties very well to develop a deeper understanding of multiplication by three. The pupils worked well together though rather noisily and the teacher's method of regaining a quiet working environment did not have a lasting effect. The reorganisation of groupings part way through the lesson caused disruption. The teaching challenged higher attaining pupils well when they set about sorting multiples into the correct sections of a Venn diagram with three overlapping circles.

53. The leadership and management of the subject are satisfactory. The headteacher is the temporary co-ordinator because of long-term staff absence. Alongside her many other subject responsibilities, she has monitored the quality of teaching of mathematics, worked alongside teachers, and arranged help from a numeracy advisory teacher to improve the quality of teaching and learning. The action plan for the subject, detailed in the school improvement plan, is good. The measures taken have helped to improve standards and pupils are on course to reach higher standards at the end of Years 2 and 6.

Mathematics across the curriculum

54. Opportunities to develop and apply mathematical skills are not planned sufficiently well in other subjects throughout the school. Very few examples were seen in the pupils' books and displays.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are much improved because of the increased emphasis on practical and investigative work.
- Pupils' good attitudes to work mean they learn effectively though expectations of higher attaining pupils in Year 2 are not high enough.
- Opportunities to develop numeracy and information and communication technology through science are under developed compared to literacy.

Commentary

55. Standards are broadly average in Years 2 and 6. With the school's increased focus on investigative science, it is likely that a larger proportion of pupils will exceed expected levels than in recent years by the end of Year 6. This is good improvement and marks an upward swing in the school's results which have been lower than expected in the last three years compared to pupils' prior attainment. Pupils in Years 5/6 are taught well, hence the improvement.

56. The quality of teaching and of pupils' learning is satisfactory, on balance. The range is from good to unsatisfactory. Pupils really enjoy science and are keen to volunteer their opinions. Where the quality of teaching is good, as in the Year 5/6 class, teachers build well on pupils' responses,

using these to ascertain what they have remembered from the previous lesson. This develops pupils' confidence well. In one lesson, through effective questioning, the teachers used an average attainer's explanation about how to make a volcano as the basis for exploring how to make a balloon rise. The space set apart on the whiteboard for scientific vocabulary was used well by the teaching assistant to record pupils' accurate use of technical terms. Pupils came up with many ideas as to why the balloon did not rise when the teaching assistant poured bicarbonate of soda on to vinegar and were thus well prepared to tackle their 'mission' which was 'to inflate the balloon without using your lips using only the following resources'. Pupils quickly discovered they had to be very precise in their instructions. By contrast, the teaching in the Year 1/2 class did not build on pupils' previous good understanding of the factors needed for plant growth. Initially, pupils were keen to contribute ideas but lacked guidance when they were working in groups as to the sort of questions they should be asking themselves. For a large part of the lesson the teaching assistant had no specified deployment. Overall expectations were too low for higher attainers because the planning did not give them opportunities to choose their resources and make independent decisions and thus learn something new through experimentation.

57. Leadership and management are satisfactory and the co-ordinator has been on several courses to update her knowledge. The scheme of work is well planned and there are strengths in the emphasis on practical work. There are weaknesses, however, in monitoring which has not picked up discrepancies either in marking or teachers' expectations of different ages and ability groups. Fundamental things, such as the size of exercise books, also need to be addressed. Currently, pupils in Year 1/2 have extremely small exercise books, which makes it very hard for lower attainers to record their work neatly and restricts the amount and type of recording higher attainers should be doing. The books used by pupils in Years 3 to 6 are considerably bigger and more suited to scientific recording.

58. Literacy is promoted well through science and a noticeable strength throughout the school is that pupils record in their own way using their own words. The work of higher attainers in Year 6 is characterised by thorough explanations and the teacher's marking makes quite clear what average and lower attainers need to add when there is a need to explain further. There is little evidence of pupils using a variety of mathematical tables to record results and there is no evidence of pupils using information and communication technology to monitor events, such as temperature or scientific data interpretation from charts.

INFORMATION AND COMMUNICATION TECHNOLOGY

59. This area of the curriculum was sampled.

60. No judgements are made on standards, provision for the subject or the quality of teaching, as no lesson could be seen. Examination of the pupils' previous work and teachers' planning shows that the school is using national guidance and the curriculum meets statutory requirements although limited opportunities are available for pupils to develop an understanding of the monitoring and control aspects of the subject. Discussions with pupils in Year 2 show that the pupils are confident when accessing a program and pupils can load a file from the hard drive. Higher attaining pupils find information on the Internet at home but have not had this opportunity at school.

61. Pupils in Years 5 and 6 have too few regular opportunities to develop skills in the subject at school. Much of their learning occurs at home with members of their families; however, teachers ensure pupils learn basic skills, such as producing a multimedia presentation, but the lack of resources and suitable accommodation thwart the development of skills in the subject for all pupils.

Information and communication technology across the curriculum

62. The use of information and communication is unsatisfactory because of lack of sufficient computers and the unreliability of access to the Internet. The refurbishment of the accommodation, following the completion of the extension to the school, should eliminate the present unsatisfactory provision of resources and accommodation. The action plan for the subject detailed in the school

improvement plan is good and focuses on raising standards once the building and refurbishment is completed.

HUMANITIES

63. Geography and history were sampled.

64. In **geography**, only one lesson could be seen. In this lesson in Year 5/6, pupils were challenged well and gained a better understanding of water usage. The teaching was well planned and organised. Pupils worked well in groups to devise ideas for conserving water. Samples of pupils' work show that statutory requirements are met. The standard of work by the ends of Year 2 and Year 6 is about average, the higher attaining pupils, in particular, displaying a good understanding of the topics covered.

65. No lessons were seen in **history**. Examination of pupils' work indicates that standards are about average and the curriculum meets statutory requirements. Following discussion with pupils, it is evident that history is a success story for pupils in Year 6. Their eyes shone when they discussed what they have learned. 'History has to be fun,' they say; 'We go and look at things and find out about things.' The exploration of the Roman site, unearthed during the excavations of the foundations for the extension of the school, fully convinced them of the excitement and immediacy of history. Their knowledge about Tudor and Victorian times is extensive. Furthermore, they have a sophisticated understanding of history and well-developed history skills. They know that history is about looking at evidence and drawing conclusions from it and they are familiar with undertaking research, distinguishing between primary and secondary sources, and are used to being challenged to prove their conclusions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Art and design, design and technology, music and physical education were sampled. Statutory requirements are met.

67. In **art and design**, part of one lesson was seen. Evidence from an examination of pupils' work, displays around the school and discussion with teaching staff indicate that the subject needs an overall co-ordinator to ensure that skills are developed systematically from Year 1 to Year 6. Pupils undertake a fairly limited range of two and three-dimensional work. Year 6 pupils produced some effective salt dough containers in imaginative shapes decorated with black paint and their paintings of different still life arrangements showed many pupils have an accurate eye for shape, space and detail. Throughout the school, however, pupils are given limited opportunities to choose their own resources, resulting in rather unimaginative work; for example, in Years 1 and 2, pupils decorated cardboard fish shapes with a very limited range of materials and all had the same three coloured paper tails.

68. In **design and technology**, part of one lesson was seen. The subject, like art and design, suffers from the lack of an overall co-ordinator to ensure that skills are developed systematically from Year 1 to Year 6. The work produced by pupils in Years 5 and 6 is clearly appropriate. Pupils' sandwich designs reveal flashes of humour as in the 'Vegeburst' or 'The Healthy Surprise'. Evaluations are honest and pupils are aware of the processes of designing and making products, including some elementary research. In Years 1 and 2, expectations are too low, for although the pupils' labelled designs for wheeled vehicles reflect their age and ability, the materials are very rudimentary and more suited to reception children. In all classes, pupils have few opportunities to design and make something from scratch; for example, Year 6 pupils designed and made effective slippers but the emphasis was on decorative techniques rather than construction as the slippers used a ready-made plimsoll or slipper as a base.

69. No lessons were seen in **music**. No sampling of singing was possible because whole school assemblies only take place once a week because of restrictions as to when the school can use the village hall. However, the subject is led and managed purposefully by the headteacher who

introduced a dynamic scheme of work well suited to enable non-specialists to teach music effectively. The planning shows that all aspects of the curriculum are included and the up-to-date choice of music is likely to engage the interest of young people.

70. In **physical education**, part of an outdoors games lesson was seen. This took place on the playground as the school field was too bumpy for developing pupils' skills in hitting a ball accurately and using strategies to prevent the batter from scoring runs. Strengths included the active nature of the lesson and the full involvement of the teaching assistant to record specific aspects using the digital camera. Pupils were well co-ordinated and generally co-operated well though quite a few voices were raised, at times unnecessarily. It was unclear from the planning how pupils' skills were being developed. There were few demonstrations either by the teacher or the pupils of techniques and there was a tendency for pupils to hit the ball sky high without being checked. A recent survey of pupils' views of physical education, undertaken by a nearby university as part of a bridging project to support pupils when they move into Year 7, showed that the vast majority of pupils enjoy the subject, are confident in their ability and think that it keeps them fit and healthy.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. This area of the curriculum was sampled. Statutory requirements are met in regard to the school's provision for sex and relationships education and drug education.

72. The two sampled lessons seen were well planned, using appropriate resources. As a result, pupils had the opportunity to reflect on aspects of school life and on their own progress as learners. Pupils in Years 5/6 contributed appropriately to discussion, happy to talk to each other calmly and productively. When it was time to report to the class as a whole, they spoke well and confidently. By contrast, it was noticeable that some pupils in Years 3/4 found it difficult to speak confidently in front of the class, although the pupils' overall understanding of the topic under discussion was sound.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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