

INSPECTION REPORT

**MATCHING GREEN CE (VOLUNTARY CONTROLLED)
PRIMARY SCHOOL**

Matching Green, Harlow

LEA area: Essex

Unique reference number: 115126

Headteacher: Mr H Godfrey

Lead inspector: Mr C D Loizou

Dates of inspection: 14 – 15 March 2005

Inspection number: 267293

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 to 11
Gender of pupils: Mixed
Number on roll: 45

School address: Little Laver Road
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Harlow
Essex

Postcode: CM17 0QB

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Appropriate authority: Governing body
Name of chair of Mrs M Marsden
governors:

Date of previous 26 February 2003
inspection:

CHARACTERISTICS OF THE SCHOOL

Matching Green Church of England (Voluntary Controlled) Primary School is situated in the small rural village of Matching Green near Harlow in Essex. There are 45 boys and girls on roll, which is well below average in size. The school admits up to ten four-year-old children into its Reception year each September. The number on roll has been lower than the school's capacity over recent years. The children's attainment on entry to the school is average overall, especially in language and communication skills and mathematics. There are three mixed-age classes: one with Reception children and Year 1 and 2 pupils; a class for Year 3 and 4 pupils and a class for Years 5 and 6 pupils. Most of the pupils live near to the school but a significant number travel considerable distances because the area the school serves is rural and includes other villages. All the pupils are of British white heritage. Nine per cent of pupils are eligible for free school meals, which is below average. The proportion of pupils with special educational needs is below average (16 per cent) and one pupil has a statement of special educational need.

MATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------------|----------------|--|
| 18645 | Mr Charalambos Loizou | Lead inspector | Foundation Stage Mathematics Science Information and communication technology Music Physical education |
| 9505 | Mr David Haynes | Lay inspector | |
| 2759 | Mr Derek Sleightholme | Team inspector | Special educational needs English Art and design Design and technology Geography History Religious education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with a very good ethos. Pupils are happy and develop confidence, maturity and independence. Standards in English are average and above average in mathematics and science. The pupils achieve well in most areas of the curriculum. The school is very well led by the headteacher who is given good support by the governing body. Parents think highly of the school. Teaching and learning are good. The school offers satisfactory value for money.

The school's main strengths and weaknesses are:

- the school has a very positive ethos and pupils of all ability, including those with special educational needs, achieve well;
- pupils of varying abilities in mixed-age classes achieve well because of good teaching;
- teachers plan imaginative lessons and make good use of accurate assessments to set targets but could make better use of information and communication technology;
- pupils achieve well in English but the presentation and accuracy of writing is not consistent across the school and some pupils could achieve higher standards in writing;
- attitudes and behaviour are very good; relationships are very good; pupils' views are valued and there is a clear and effective focus on pupils' spiritual, moral, social and cultural development which is very good; and
- parents support their children very well and they enjoy very good relationships with the school and the teaching staff; partnerships with other schools are good.

The school has made good progress since it was last inspected. Standards are rising and the results of the national assessments at the end of Years 2 and 6 have been improving at a faster rate than the national picture. The teaching, curriculum, leadership and management have also improved. Good progress has been made in addressing the key issues. Assessment arrangements are now good and the school development plan sets out clearly the strategic and long-term future of the school.

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 | A | B | A |
| Mathematics | C | D | A | A |
| Science | C | C | B | B |

*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.*

Inspection evidence confirms that the pupils, including those with special educational needs and those capable of attaining the higher levels, **achieve well**. The children enter the Reception year with skills that are in line with those expected for their age in language and communication skills and mathematics. They achieve well and the current year group will exceed the goals expected of them by the end of the year in communication, language and literacy, mathematical development and other areas of learning. The school's results in the

2004 National Curriculum tests, including tests undertaken in previous years, need to be interpreted with caution as very few pupils take the tests each year. This accounts for the significant variation in standards from year to year but the overall trend for Year 2 pupils is one of rising standards in reading, writing, mathematics and science. The inspection confirms that, by the end of Year 2, standards in English are average and above average in mathematics and science. The 2004 results for pupils in Year 6 continue a trend of improvement at a faster rate than that seen nationally. Inspectors found that standards in Year 6 are continuing to rise and the pupils are making good progress. They are average in English and above average in mathematics and science. Standards in information and communication technology are average in Years 2 and 6, but should be higher. Standards in religious education are in line with those expected. No specific judgements were made about standards in other subjects as these were only sampled, but the pupils achieve well, and make good progress overall because the school provides a good, practical and broad curriculum.

Behaviour is very good. Pupils really enjoy school and they develop very mature attitudes by Year 6. Attendance and punctuality are satisfactory. The pupils think about important issues and care about other people. Pupils are willing to take responsibility and contribute to the schools development through the school council and regular circle time in their classrooms. Overall, the **pupils' spiritual, moral, social and cultural development is very good.**

QUALITY OF EDUCATION

The school provides a good quality of education. The teaching is good. It contributes well to the good start made in the Reception year and underpins the good learning and achievement in Years 1 to 6. The teachers, who are well supported by teaching assistants, are particularly successful in planning work that meets the needs of different levels of ability, using information from the good assessment procedures. Information and communication technology could be used better to challenge the pupils further.

The school provides a good curriculum, which is enhanced by a good range of enrichment activities. The care and welfare of the pupils are very good and they are offered very good support and guidance. The school benefits from very good links with parents and the community and good relationships with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very good leadership and the staff and governors promote a very good ethos. The teaching team work very hard to improve and enrich the curriculum so that pupils enjoy their learning and develop well as people. The governors give the school good support. The school has established a very clear set of priorities and manages the monitoring and evaluation of its work very well with full support from the governing body.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think highly of the school and recognise the very good quality of the opportunities it offers. Pupils are very enthusiastic about school and value their friendships. They like their teachers very much and feel very well cared for. Communication is very good.

IMPROVEMENTS NEEDED

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

- raise standards in information and communication technology; and
- continue to implement the successful strategies to raise standards in English, particularly in spelling, handwriting and the presentation of pupils' writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is good overall. Standards in English are currently average and in mathematics and science they are above average in Years 2 and 6.

Main strengths and weaknesses

- Pupils of all ages and ability achieve well because they are well taught.
- Standards in English, mathematics and science are rising well but standards in information and communication technology could be higher.
- Spelling and handwriting standards are not consistent across the school.

Commentary

1. The children enter the Reception year with language, communication and mathematics skills in line with those that are typical for their age. They settle well into school, are well taught and achieve well. All will achieve, and the majority will exceed, the national goals for early learning in communication, language and literacy and mathematical development, knowledge and understanding of the world and creative and physical development. The very small numbers in the Reception year means that standards can vary considerably from year to year.
2. A very small number of pupils undertook the 2004 National Curriculum tests in Year 2 so judgements about comparative standards with other schools are unreliable. The pupils achieved well in reading, mathematics and science in relation to their attainment on entry to the school. The writing scores were lower than those in reading and mathematics, indicating that the pupils could have done better in writing but had made satisfactory progress.
3. Achievement is good in Years 1 and 2. The pupils are well taught and they make good gains in their knowledge, skills and understanding. Standards in English in Year 2 are average and in mathematics and science, they are above average but achievement in writing is uneven. This has resulted in good improvements to standards in speaking, listening, reading and mathematics but less secure improvement in writing.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 21.0 (16.0) | 15.8 (15.7) |
| Writing | 19.0 (15.6) | 14.6 (14.6) |
| Mathematics | 21.0 (16.6) | 16.2 (16.3) |

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

4. In Year 6, only a small number took the 2004 national tests. However, when comparing each individual's progress from Year 2, the pupils have achieved well in English, mathematics and science. Those achieving the higher Level 5 in mathematics

and science did not do so in their writing, reflecting some inconsistency in the presentation and accuracy of the latter. Overall, the performance of the pupils has improved well since the last inspection. Over time, the results have been improving at a faster rate than that found nationally and variations from year to year are largely a result of the small numbers taking the tests with even small amounts of mobility affecting the overall results.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.2 (28.5) | 26.9 (26.8) |
| Mathematics | 29.4 (26.3) | 27.0 (26.8) |
| Science | 29.4 (28.5) | 28.6 (28.6) |

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

5. Inspection evidence confirms that standards are rising and the pupils are achieving well but could do better in writing. In Year 6, standards are average in English and above average in mathematics and science. The school places a high priority on the pupils' literacy and numeracy standards and a very close check is kept on how they are progressing. Well-planned English and mathematics lessons help the pupils to make good progress in acquiring the basic skills. A wide range of strategies are used to develop the pupils' literacy skills as they move through the school and reading and writing are taught well, although there are some inconsistencies in the way pupils present their handwriting and with spelling. The pupils' accuracy in their weekly spelling tests is not always evident in their day-to-day writing. The school has rightly identified the need to develop a more systematic approach to the teaching of handwriting to improve the pupils' fluency and standard of presentation. The mathematics programme is well organised and taught and this enables the pupils to reach and exceed the expected levels. Standards in science are above average because lessons are practical and engage the pupils in challenging work. In both mathematics and science the pupils are given practical investigations, problems to solve and experiments to carry out. Consequently, they develop the skills of practical mathematics and scientific enquiry consistently as they move up the school.
6. Among other subjects, standards in information and communication technology are average in Years 2 and 6. However, the school does not always provide enough challenge when using information and communication technology in the same way as it does for other practical subjects. Those who achieve higher levels in English, mathematics and science for example, do not do so in information and communication technology and standards could be higher. Standards in religious education are in line with the expectations of the locally agreed syllabus. No specific judgements have been made about standards in other subjects, but the pupils' work indicates that they achieve at least satisfactorily with evidence of some good achievement in the creative and performing arts such as art and design, drama and music, including singing. The pupils enjoy a broad curriculum which is planned consistently so that pupils persevere and explore tasks fully.
7. Pupils with special educational needs do well overall in relation to their capabilities and there has been good progress since the last inspection. The work given to pupils with special educational needs is accurately matched to their needs and their progress is good as a result.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are very good. Provision for their personal development is very good overall, including their spiritual, moral, social and cultural development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Very good arrangements are in place to encourage the pupils' personal and social development and these promote very good relationships and a sense of personal responsibility.
- Pupils behave very well because they are taught moral values and teachers have high expectations of them.

Commentary

8. Pupils enjoy coming to school because they find it a happy place, where people are friendly and teachers are kind. There is a real community spirit, with a shared pride in achievements and a shared ambition for the future. Relationships are very good and bullying is rare, because staff emphasise the importance of being friendly and considerate. When pupils are asked to work together in pairs or groups they co-operate well, taking turns fairly and listening to one another's ideas. For example, in a Year 5 and Year 6 lesson the pupils responded with maturity to sensitive issues about the things that worried them most. There have been no exclusions during the reporting period. The school provides a range of opportunities for pupils to develop social and organisational skills, for example, as librarians, technicians in assemblies when controlling the CD player and overhead projector and as members of the school council. Older pupils benefit significantly from these opportunities, which allow them to show initiative and take on responsibilities that enhance their sense of self worth. Outdoor pursuits for Years 5 and 6 teaches independence, teamwork and sociability and is much valued by the pupils. The school is very committed to its Christian ethos and this is reflected in the close relationship with the church of St. Mary's.
9. The school enhances the pupils' positive attitudes through the very good provision made for their spiritual, moral, social and cultural development and this permeates the whole curriculum and life in school. The pupils often visit St. Mary's church and the vicar is a regular visitor as he often leads assemblies very well with stimulating and evocative messages and stories that interest and involve the pupils. Confidence, self-esteem and an appreciation of music and drama are encouraged through pupil participation in music, telling bible stories and reading prayers. Spiritual awareness is heightened when pupils reflect on what it must be like to be blind or partially sighted. The very good use of display throughout the school both encourages and celebrates the pupils' success and appreciation of art and design, music, drama, sport and a wide range of religions and cultures. Pupils with special educational needs show positive attitudes to their work in class and around school; they are particularly enthusiastic when completing practical tasks. The personal, social, moral and cultural development of the pupils is enhanced by visits and topics about multi-cultural Britain.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.4 | School data | 0 |
| 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.

10. The school has worked very hard to raise parents' awareness of the need for their children to attend on a regular basis and on time. There is a very good relationship with the overwhelming majority of parents who almost always follow the school's attendance policy. Consequently, attendance is now similar to that found in most schools and almost all pupils arrive at school on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching, learning and the curriculum are good. There are very good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents and the local community are very good and there are good links with other schools.

Teaching and learning

The quality of teaching and learning is good and there are good procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teachers make most lessons practical, interesting and challenging.
- The teachers use assessment information well to match work to the needs of different ages and abilities of the pupils in all three mixed-age classes.
- The use of information and communication technology is improving to support pupils' learning but it does not always challenge the pupils enough to ensure higher standards in information and communication technology.
- Reading and independent writing are well taught but teachers do not consistently set targets for handwriting, spelling and the general presentation of pupils' recorded work.

Commentary

11. Teaching is a good feature of the school. Teachers' questioning skills are very good and often require pupils to think carefully. In a lesson in the Year 5 and 6 class, which was based on a challenging debate about foxhunting, pupils were encouraged to use context and their broader knowledge of vocabulary to explain and articulate their ideas. This intellectual challenge helped the pupils to acquire and use new vocabulary. Similar questioning and teaching methods are used effectively so that pupils from different age groups and abilities are suitably stretched. However, in a few lessons, activities planned as a follow-up to the main teaching session do not continue with quite the same degree of challenge, particularly for the more able. Consequently, less demanding tasks, as when Year 3 and 4 pupils used computers to undertake simple research, do not consolidate previous learning and only serve to repeat skills already acquired.

Summary of teaching observed during the inspection in 17 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 5 | 8 | 3 | 1 | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. Teachers prepare their lessons thoughtfully and usually use appropriate resources and techniques to make lessons interesting and understandable. In Years 5 and 6, the well-prepared resources for a science investigation enabled the pupils to draw appropriate conclusions and to predict outcomes. In Years 1 and 2, role-play was used very well to evoke discussion about honesty and trust. Teachers plan well for the different year groups in their class and then assess the progress of individual pupils to match tasks to their abilities and needs. Subject knowledge is strong because

teachers prepare very well, work co-operatively and have worked closely with the headteacher to broaden and enliven their approach to the curriculum. Teachers understand the importance of thorough teaching of the basic skills and this has resulted in good levels of reading and writing but handwriting and spelling are not consistent across the school.

13. Well-qualified and competent teaching assistants work closely with teachers so all pupils receive a good level of attention and achieve well. This is particularly important because all classes contain pupils from more than a single year group. Those pupils who find learning difficult benefit very much from their support and develop very good attitudes to learning. Work in subjects is often well linked. Pupils are expected to apply their skills, particularly those learned in English and mathematics, to other subjects, but this is less evident in information and communication technology. Homework is set for all pupils and is well linked to class work. Sometimes it includes interesting research or pieces of independent writing or mathematical problem solving. The staff organise additional after-school booster classes which are very well attended.
14. Teachers manage their classes very well and behaviour is very good. In the Foundation Stage, (Reception children are taught along with Year 1 and 2 pupils), routines are established so that Reception children learn to behave appropriately, manage resources and equipment and work productively with others. These learning skills are consistently reinforced and built upon as pupils move through the school.
15. Accurate assessment and tracking systems are well established in the school in the core subjects. The school has recently reviewed its approach and is keen to ensure that pupils' assessment provides an accurate picture of their capability. Teachers make particular use of this information to plan work and to provide pupils with extra help or different work. They also use it to set targets so that pupils know what they need to learn. Teachers often make good reference to these targets in lessons. Marking is good and is carried out regularly but does not always point out improvements to presentation and handwriting.

The curriculum

The school provides a good curriculum for pupils of all levels of ability. It is broad, balanced and meets statutory requirements. There is a good enrichment programme. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Provision for personal, social and health education is very good.
- The curriculum provision for pupils who have special educational needs is good.
- Given the size of the school the range of enrichment opportunities is good.
- There is a good match between the experience and numbers of staff and the curriculum needs of the pupils.
- Some curriculum facilities and resources have improved well since the last inspection but information and communication technology could be used more systematically.

Commentary

16. The curriculum for pupils from Year 1 to 6 and for Reception aged children in the Foundation Stage is planned well with sufficient time allocated to each subject and area of learning. The pupils' skills in literacy and numeracy are effectively developed through their work in other

subjects. Currently the school is not providing opportunities for pupils to learn to swim. The teaching of basic skills is extended through out-of-hours booster classes. Computers are used to support and enhance pupils' learning in other subjects. However, this is not always incorporated into lessons so that the pupils receive incidental rather than systematically planned opportunities to use information and communication technology effectively.

17. Provision for personal, social and health education is very good. This is formally timetabled and teachers also make very good use of opportunities to promote pupils' understanding of sex, relationships and drugs education, personal values, health and fitness through other subjects such as English and science.
18. In a very good infant class lesson the teacher skilfully showed pupils how important it was to be honest and truthful through an appealing activity based on the value of money. The pupils were invited to pick up a high value note that was '*accidentally*' dropped on to the classroom carpet. They were fascinated and amused as the teacher asked questions to find out what had happened. As the role-play and subsequent discussion developed the lesson provided a very good opportunity for the pupils to think about the importance of being honest.
19. The curriculum provision for pupils who have special educational needs is good. These pupils access the same subject themes with tasks which are carefully matched to their prior attainment. When a teaching assistant is available, the support provided is focused, helpful and sensitive to the individual's circumstances. The pupils' individual education plans are regularly reviewed and updated so that targets can be agreed to help each pupil move progressively onto the next stage of learning.
20. This is a small school with relatively few staff. Given these circumstances the range of extra-curricular activities provided is good. Girls and boys can join sports clubs and learn how to improve their games skills in netball and football. Pupils who enjoy music can enrol for the weekly popular singing club.
21. The school makes good use of educational visits and specialist visitors to extend pupils' learning in the topics they are studying. These opportunities bring pupils into contact with more densely populated areas and in doing so help ensure that the pupils' understanding of multi-cultural Britain is secure. Good use has been made of visiting specialists.
22. The teacher to pupil ratio is currently generous and is mainly due to the commitment through funding by the local authority to maintain its small rural primary schools. All teaching staff are primary trained and are able to plan much of the curriculum to meet individual pupils' needs. This has had a direct impact on the continuing improvement in standards and the pupils' good achievement.
23. Accommodation has improved since the previous inspection and remains satisfactory overall. The headteacher and staff are committed to improvement in the facilities for learning and have a good record of steering curriculum initiatives to fruition. For example, through determined effort and a successful partnership with volunteers the school now has a new library with facilities for independent research and an attractive and safe outdoor play area for younger Reception aged children adjacent to their classroom. The small hall is suitable for most pupils in the school but is limiting for indoor physical education for Year 5 and 6 pupils.

Care, guidance and support

Provision is very good. The school cares very well for its pupils and there is a high level of attention to matters of welfare, health and safety.

Main strengths and weaknesses

- The members of staff know the pupils and their families very well.
- There is a high level of personal support.
- There is an active and valued school council.
- The school has a strong Christian ethos.

Commentary

24. Child protection procedures are very good and all classroom staff are aware of their responsibilities. Standards of maintenance and cleanliness are good and vandalism and graffiti is not a problem. This instils high values in the pupils who show respect for property and resources. There is a strong and caring Christian ethos throughout the school. Teachers know their pupils and families very well and provide a very good level of personal support, involving parents where necessary. Pupils are confident in approaching adults in the school and there is a clear and consistently applied reward system that encourages good achievement in all aspects of personal and academic development.
25. Induction arrangements for pupils entering the Reception year are satisfactory and establish a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day-to-day running of the school and older pupils provide good support for younger pupils by helping them in the playground and, together with the duty staff, ensuring the safe boarding of the school buses at the end of the school day. The school council has contributed to the development of the school and some of the suggestions made have been implemented leading to improved playground equipment. Pupils are aware of those less fortunate than themselves and the school council is involved in fundraising activities for national and international charities.

Partnership with parents, other schools and the community

There is a very good and effective partnership with parents and the community and good links with other schools and colleges. The views of parents were very positive in the parents' pre-inspection questionnaire and at the parents' meeting.

Main strengths and weaknesses

- Parents are very supportive of the school.
- There is very good information for parents.
- There are good links with other schools that benefit pupils.
- There are very good links with the community and an active Friends Association.

Commentary

26. Parents' responses to the inspection questionnaire show that they are very happy about all that the school has to offer and particularly value the school's Christian ethos. An active Friends Association supports the school well by providing good social

opportunities for parents and their children and by providing good financial support for learning resources.

27. The school has sought parents' views through questionnaires and has provided sessions to help parents help their children learn at home. The headteacher is highly consultative so that information for parents is very good. A pupil's annual report contain details of what has been taught, what the pupil understands in all curriculum subjects and also indicates the level at which the pupil is working. The use of homework and reading diaries is good and is an effective means of communication. Procedures for pupils entering the Reception year are satisfactory. Parents are welcome in school and attend special events and parent evenings. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.

28. Links with the church are very strong and support the strong Christian ethos in the school with church members contributing effectively to the life of the school. The school has worked hard to develop very strong and beneficial links with the community. Pupils take part in local festivals and the school has been supported by commerce in the area. There are regular open days for local residents to visit the school. A recent open morning was very well attended and the school received very positive feedback from parents. Good progress has been made for the school to become the focal point of the small village. The school has good links with other local schools which benefit learning; other primary schools support information and communication technology and exchange teachers whilst sport is supported by the secondary school. Relationships with local secondary school are satisfactory and this helps pupils transfer smoothly.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and key staff is very good; the governance of the school is good. The effectiveness of management is good. There has been further good improvement in the two years since the previous inspection.

Main strengths and weaknesses

- The headteacher and key co-ordinators provide very good leadership and are visionary about how successful this school can be.
- The school has a good well-organised and ambitious governing body.
- School improvement planning is very good and based on very effective self-evaluation and strong teamwork.
- Rigorous monitoring by staff and governors results in clear action for further improvement.
- Members of staff new to the school are supported well.

Commentary

29. In the two years since the previous inspection, the headteacher, key co-ordinators and governors have successfully addressed all the previous inspection issues and worked very effectively together to ensure that this has become a good school. The new prospectus rightly claims that the school can offer parents and their children a broad and rich curriculum with the slogan reflecting its ethos and commitment saying, *'Many minds, one heart'*.
30. The headteacher plays a key role through his teaching and leadership to ensure that the school successfully delivers its prime aim to secure, *'a high quality relevant education, which provides a sound preparation for the next phase of learning'*. The headteacher, now well established at the school, has worked effectively with staff and governors to achieve good improvement in the last three years. He has worked well to promote the school's strong family atmosphere, very positive ethos and standing in the community. The pupils have responded well to his leadership, they enjoy coming to the school and respect the authority of the headteacher and their teachers. Having suffered a decline in the pupil roll in the period up to the previous inspection the school is once again popular with parents and numbers are rising. The headteacher and governors know that one of the most significant features of the school is its ability to make provision that reflects pupils' individual needs.
31. Following several changes to the composition of the governing body the governors are now involved in monitoring and development planning. They ensure that all statutory requirements are fully met, including those involving the financial management of the school. They have shared in the completion of the formal school self-review document bringing to this task a clear understanding of the school's strengths and aspects for further development. They know, for example, how it is important, in the context of this small rural school, to assess the pupils' individual progress rather than making unrealistic comparisons with results attained nationally.
32. The school development plan sets out appropriate priorities which stem from a comprehensive review of school provision including secure audits of pupils' performance and the monitoring of teaching. This strategic planning was an aspect for further improvement at the time of the previous inspection. Good progress has been made as the headteacher, staff and governors now assemble evidence from a wide range of reliable sources to help inform the development planning process.

33. The planning process builds very well on the information secured through a very good range of monitoring activities. There is a regular commitment to judging the quality of teaching and to evaluating how teaching affects the standards that pupils attain and their rate of progress. Similarly, attendance at staff training is followed up with an assessment of its value in relation to the school development programme. Governors make a positive contribution through monitoring visits which focus on specific targets and their reports include clear action points to be fed back to the full governing body. This attention to wide ranging monitoring is typified by a headteacher monitoring report that was prepared following observations during a school bus journey that noted safety for pupils and their behaviour during the journey.
34. Reviews of staff performance are timely and thorough. Good progress made in this aspect of professional development has led to recent recognition of the school achieving *Investors in People* status. Newly appointed members of staff are provided with a mentor. They receive very clear guidance on the day-to-day operation of the school, their personal responsibilities and the procedures they are required to follow. There are good arrangements for the support of newly qualified teachers who are regularly observed and guided by those with experience.

Financial information

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 221,671 | Balance from previous year | 40,580 |
| Total expenditure | 226,909 | Balance carried forward to the next | 35,342 |
| Expenditure per pupil | 5,042 | | |

35. The Local Education Authority is heavily committed to maintaining its small rural schools and this is reflected in the high level of funding given to the school. This also accounts for the high expenditure per pupil, which is well above the national average for primary schools. However, standards are rising, the pupils achieve well and the quality of education provided is good. The carry forward figure has reduced substantially this year due to major refurbishment and the costs of the new library. Financial planning is diligent, well organised and supported very well by the secretarial and administrative support of the school. The school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are only four children in the Reception year and they are taught in the same class with Years 1 and Year 2 pupils. Most areas of learning were sampled rather than inspected in depth because lessons are planned to incorporate all three of the year groups. Tasks are set to match the particular ability and age of the children in the Reception year. The teaching is good and well organised and the Reception age children achieve well. The provision for children in the Reception year is **good** and there has been good progress overall since the last inspection.

Main strengths and weaknesses

- The curriculum is well planned and members of the support staff are well used to support the specific needs of Reception aged children.
- The provision made for children with special educational needs is good.
- Early reading, writing and mathematics skills are well taught but more could be done to incorporate the use of information and communication technology.

Commentary

36. The children achieve well and make good progress in developing and consolidating their skills in all the areas of learning. The quality of teaching is good and the children are well prepared for the next stage of learning in Year 1. The teaching accommodates well the needs of the mixed ages of Reception children and Year 1 and 2 pupils who are taught in the same class. Staff work skilfully as a team; children are regularly assessed and their progress is carefully monitored. Particularly good attention is given to the needs of children identified with special educational needs or those who have a particular gift or talent. This enables all the children to make good progress because learning targets are clear to the staff and the children. By the time children move from Reception to Year 1, they have achieved well in relation to their attainment on entry to the school. The numbers are too small to judge trends in standards each year but overall, the children reach or exceed the national goals for early learning. They settle quickly into class routines and learn to choose, take turns and share resources because there is good provision made for **personal, social and emotional development**. Consequently the children are very well behaved and attentive, respond well to praise and show very good attitudes to learning and to school.
37. The teaching of reading and writing is good because the children quickly learn to sound out letters, read common or high frequency words in texts which are systematically reinforced by the use of big books, traditional and modern stories as well as nursery rhymes and songs. This enables the children to make good progress in **communication, language and literacy**. The teacher and support staff encourage the children to talk about what they read or hear and they enjoy writing or drawing pictures to convey meaning or to re-tell stories and factual accounts. Interesting work about a castle sparked the imagination of the children as they were introduced to the way settings are featured in stories. Independent writing is encouraged as the children draw pictures of story settings and link these to familiar words using small whiteboards and photographs as prompts and writing tools. There is a lack of computers in the classroom but the members of staff improvise well when portable computers are brought into the class each week. However, the tasks set on the computers are not always focused on improving particular skills and this is an area for further development.
38. **Mathematical development** and understanding are well taught. Good use is made of resources such as number lines, mathematical games and puzzles, shapes and coloured blocks to help the children form patterns. Reception aged children worked alongside Year 1

and Year 2 pupils and learned to use scales to identify what balances or what is heavier or lighter when comparing a range of familiar objects. Computers are sometimes used to reinforce number and shape work but this is not systematic enough to enhance further what the children already know. **Physical development** is fostered well through regular opportunities to explore different modes of movement during physical education lessons and when playing outside in the much improved play area specifically for the Reception year. The children make good progress in their **knowledge and understanding of the world** around them through topics about growing and healthy eating, often linked to scientific work such as 'Ourselves' and 'Our Bodies'. Computers are used to develop knowledge of non-fiction but the tasks are sometimes aimed at Year 1 and 2 pupils with less focus on the needs of the Reception year when portable computers are incorporated into the classroom each week. **Creative development** is also good. During a good lesson the children experimented with self-portraits and identified different colours and textures that would say something about them as individuals. One boy enjoyed talking about his picture because it included "*the whole of the Arsenal team....*", and one child enjoyed talking about her cat which was given a prominent place in her portrait.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in Year 2 and Year 6 attain the standards that are expected for their age and have achieved well, including those who have special educational needs.
- Standards of spelling and handwriting could be better.
- Teaching is good and strongly focused on standards and achievement.
- Leadership is good.

Commentary

39. The school's pupil tracking information shows that in Year 2, currently four out of six pupils are reaching the expected level for their age in reading and writing. One pupil is working at a higher level. Most pupils confidently hold simple conversations with each other and are working above the expected standard in speaking and listening.
40. In Year 6, six out of eight pupils are reaching the expected standard in English. Reading, speaking and listening standards are generally above average, particularly for the three more able pupils who express their views confidently and with maturity. Standards of spelling and handwriting are variable but generally typical of the standard expected. However, given that pupils are taught in small classes and therefore have good opportunities to access individual help, they could be producing written work that is better presented and with more accurate spelling. The small numbers of pupils in these cohorts means that comparisons with national or similar school averages are not useful.
41. Overall, most pupils show very good attitudes to learning and respond well when challenged to work towards the individual targets they have been set. They enjoy literacy lessons because teachers make them interesting by planning activities that have wide appeal. Consequently, the pupils achieve well and make good progress in holding discussions with each other, in reading, and in the quantity of written work they produce and the quality of the vocabulary they use. Pupils who have special

educational needs achieve well because they receive sensitive help and support and tasks are carefully matched to their prior attainment.

42. By Year 2 pupils are reading simple texts both independently and with their teacher. They join in with stories such as the '*Town Mouse and Country Mouse*' that they have listened to regularly. By Year 6 pupils have made good progress and are reading fluently and with good expression. They can offer alternative suggestions as to how the story line might develop. Most speak clearly and confidently to each other.
43. Year 2 pupils write for a good range of purposes including poetry, captions and descriptions of characters in their stories. They learn how to set down a letter properly. By Year 6 pupils are confidently using adjectives to improve the quality of their stories and they are writing independently, much longer passages; this is a clear improvement on the weakness in this aspect of English identified in the previous inspection.
44. Much of the good progress since the last inspection stems from the good assessment arising from the review of marking that has taken place. Pupils receive clear guidance about how they can improve their work; the teachers' comments are focused on raising standards and ensuring good achievement. One innovative development in Year 6 is that pupils have sometimes marked each other's written work, making comments about how much they enjoyed the stories and how they might be improved. Discussion with some more able eleven-year-old pupils revealed that they saw this as a valuable activity. They felt it reminded them to think about the quality of their own work before being critical of others. These discussions confirmed the degree of maturity in speaking and listening some pupils have successfully achieved. They confidently reviewed the work they had completed in foundation subjects drawing on a good vocabulary of terms appropriate to the work being undertaken. For example, pupils use the terms scanning and skimming appropriately when referring to reading comprehension techniques.
45. The good progress that most pupils make relates directly to the good teaching found in both the infant and junior classes. The most successful features of the teaching are the very good planning throughout the school and, where teachers are more experienced, very good subject knowledge, insistence on high standards of behaviour and the expectation that pupils, over time, will produce a substantial amount of work. These expectations show through in the scrutiny of the pupils' work and in the good pace of lessons that pupils find interesting and engaging.
46. In a good lesson for pupils in Years 5 and 6 the teacher challenged the pupils to analyse a '*Ministry of Health*' bulletin to develop their comprehension skills and their familiarity with a formal publication. As the lesson developed the teacher consolidated the pupils' knowledge of how writing can be improved by the use of bullet points or sub headings.
47. The subject leader has been influential in the drive to improve standards and much has been achieved. Using the information gained through regular monitoring of teaching and learning and a thorough analysis of pupils' individual assessments, the co-ordinator has led the school well in:
 - setting individual targets for each pupil in English;
 - introducing regular assessments of writing, assembling these into individual pupil portfolios and matching pupils' work to national curriculum levels;

- analysing test results to see which questions pose problems for pupils so that teaching can address pupils' weaknesses in future lessons;
- providing school based training that has helped ensure each teacher marks pupils' work to an agreed standard;
- providing a clear lead on how homework should be set and providing guidance to parents on how they can acknowledge their children's progress; and
- the improvement in resources, such as the provision of improved library facilities.

Language and literacy across the curriculum

48. Scrutiny of displays and discussion with pupils confirms that teachers make good use of learning in other subjects to promote pupils' literacy skills. For example, a design project where Year 6 pupils were challenged to build a shelter provided opportunities for pupils to discuss each other's ideas, compare progress, and formally evaluate the project by writing their conclusions independently for others to read and check. Pupils practise a range of writing skills such as the recording of science data in tables or accurate labelling of plant diagrams following observational skills in art and design.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The pupils show an interest in mathematics because teachers provide practical and stimulating investigations and problem solving activities.
- The headteacher and mathematics co-ordinator monitor pupils' progress closely and accurately; this is helping teachers to provide secure learning targets for the pupils.
- The pupils with special educational needs do well because they are supported by effective teaching assistants.

Commentary

49. The majority of pupils reach standards that are above those expected in Year 2 and Year 6 and this is usually reflected in their performance in national tests. However, the very small numbers taking the tests means that standards can vary considerably from year to year making it difficult to draw too many conclusions from the tests alone. Considering their attainment when they start school pupils of all abilities achieve well, including those with special educational needs. Number skills and all aspects of the mathematics curriculum are well taught from Year 1, and this provides a firm foundation from which the pupils improve their mathematical skills.
50. Teaching and learning are good. Teachers do well to capture and sustain the interest of the pupils of all abilities in mixed-age classes. They often achieve this by using a wide range of strategies which include the skilful use of resources to teach the concept of subtraction. Good questioning and practical investigations or problem solving tasks make learning interesting. More able pupils are usually challenged during independent tasks or shared investigations, when the pupils work with a group or partner. The more effective lessons ensure that extension activities are provided in subsequent lessons which enable more able pupils to reach higher standards. Teachers have a good knowledge of the subject and this helps them with their confident and purposeful delivery of lessons. They are good at explaining mathematical ideas to pupils and they have high expectations of what pupils will learn. For example, when Year 5 and 6 pupils investigated the properties of three and two-dimensional shapes and enjoyed the challenges presented, especially when applying their knowledge of shapes to identify properties such as congruence and symmetry.
51. Boys and girls achieve equally well and the pupils with special educational needs are well supported by teachers and teaching assistants. In Years 1 and 2 for example, very focused intervention by the teacher and teaching assistant helped the pupils to improve their measuring skills. In Years 3 and 4, the pupils who lack confidence in

some aspects of number or shape work are encouraged to ask questions or to offer suggestions but this is not always followed up by practical or relevant examples. Overall, the teaching makes a significant contribution to the pupils' understanding of numbers and shapes and improves their self-confidence.

52. Very good subject leadership is a major contributory factor to the good quality teaching and to the pupils' achievements. The curriculum has been updated since the last inspection and is based more securely on the National Numeracy Strategy. Professional development and staff training as well as school based workshops help teachers and teaching assistants to develop and improve the effectiveness of their teaching. The headteacher and mathematics coordinator have been instrumental in providing opportunities for teachers to experiment with more practical teaching methods which involve the pupils in problem solving and investigative mathematics. They have observed other teachers, giving them helpful guidance for improvement. The school has made good improvement since the last inspection. Teaching and assessment have improved and are now consistently good in all year groups because learning targets are measured and monitored systematically to ensure that each pupil makes sufficient progress.

Mathematics across the curriculum

53. The school provides good opportunities for the pupils to develop their problem solving skills. This is reflected in all year groups because mathematics is used well to support learning in other subjects. In information and communication technology for example, spreadsheets, graphs, tables and simple charts or matrices are used to record data and, in the case of spreadsheets in Years 5 and 6, to calculate totals, averages and to demonstrate trends by producing graphs. However, the use of computers is not always a feature of mathematics lessons and this is an area identified by the school for improvement. In geography, the pupils record data about populations and other demographic information. Good use is made of the pupils' knowledge of weights and measures in design and technology as they weigh ingredients before cooking or measure nets when designing food packages, vehicles and simple structures.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The pupils make good progress and standards in Year 6 are above average.
- The high level of pupils' investigational skills has helped to raise attainment.
- The quality of teaching is good.
- The subject is led well, which promotes consistency in the teaching.
- Those pupils with special educational needs are integrated well in lessons and they achieve well.

Commentary

54. Pupils of all ages and abilities achieve well in all aspects of science. Standards are above average in Year 2 and Year 6. Standards have improved well since the last inspection. The school provides a variety of stimulating and challenging investigations and experiments which lead to good levels of achievement in scientific enquiry.

55. The quality of teaching is good because teachers plan their lessons thoughtfully and use a wide range of stimulating resources and scientific experiences to stimulate and challenge pupils of all abilities. The school has produced a scheme of work that follows national guidelines and this accounts for the much-improved consistency of teaching and learning, compared with that found at the time of the last inspection. Assessments at the end of each topic ensure that the pupils have acquired the appropriate knowledge, skills and understanding. Teachers' planning identifies learning outcomes and appropriate levels of challenge for pupils who learn at different rates. Teachers used very good questioning skills to assess the pupils' understanding and in response the pupils show very positive attitudes because the teaching is made interesting and practical. For example, when Year 3 and 4 pupils made intelligent and accurate predictions about electric circuits and how the power source and connections affect the flow of electricity. In Years 5 and 6, the pupils have gained a thorough grasp of conductors and insulators when testing different materials and objects in a circuit.
56. Teaching assistants are used widely to provide additional help for pupils who learn at a slower rate and the provision for those pupils with special educational needs is good. All pupils approach tasks with enthusiasm and enjoyment and they have a good understanding of how to conduct an investigation. By Year 6, the pupils have gained a good understanding of solvency in liquids and the process of evaporation and condensation as part of the water cycle. In Years 3 to 6, the pupils are making good progress sorting and classifying different materials and by Year 6 can identify the key characteristics of micro-organisms. The pupils can conduct a fair test and hypothesise about the likely outcomes of their experiments.
57. The monitoring of the science curriculum in the last two years has been effective. This has helped to ensure that the pupils make sufficient progress from year to year. The headteacher is aware of standards and works closely with the teachers to ensure that science is enjoyable and practical. Science resources are generally satisfactory throughout the school and they support teaching and learning effectively. Information and communication technology is sometimes used well to support the teaching, but this is not consistent so there is more scope for improvement in this area.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with those expected by the end of Year 2 and Year 6 but could be higher.
- The teaching is satisfactory as it helps the pupils to improve their basic information and communication technology skills; however, opportunities to apply these skills to other subjects of the curriculum are limited.
- Resources are well managed and well used to support basic skills.

Commentary

58. The school has improved its information and communication technology resources since the last inspection and there are plans to improve these further. Computers are used in all classrooms, including portable computers when pupils undertake research,

or word process written accounts of their work. The teaching of basic skills is effective because most class groups are small therefore, with the exception of the Reception and Year 1 and 2 class, the pupils receive intensive support which builds on previous learning. Standards are average, but given the standards attained in other subjects this represents underachievement to some extent.

59. The pupils are confident and adept at applying basic information and communication technology skills, can often edit written work with confidence using spelling banks, and can self-correct text by refining and editing. However, the pupils show more potential than is being fully realised and standards in information and communication technology should match those seen in English, mathematics and science. Overall, there has been satisfactory improvement in this aspect of the school's curriculum because improvements to resources since the last inspection have been good and now the school is well placed to build on this further.

Information and communication technology across the curriculum

60. There is some evidence of information and communication technology being used to support the pupils' learning in other subjects but the potential is not being fully realised. In subjects such as geography, history and religious education, word-processed work is evident but the use of information and communication technology is not always sufficiently demanding of pupils. Teachers' planning across the curriculum is good and some of it incorporates the use of information and communication technology, but it lacks consistency and does not offer the pupils enough opportunity to fully utilise their skills. However, in mathematics, there is some evidence of spreadsheets being used or data handling to complement and enhance what the pupils do when problem solving or interpreting data. In science, there is less evidence that the pupils have used computers or new technology to improve their investigative work.

HUMANITIES

61. Only one lesson, planned from a two-year topic cycle in **geography** and **history**, was observed. This did not provide sufficient evidence to make secure judgements about teaching, learning or pupils' achievement. However, analysis of pupils' work and a discussion with three Year 6 pupils confirmed that their knowledge and understanding of geographical and historical concepts is broadly typical of what is expected for their age. Year 2 pupils act as *'travel agents'* to decide which countries they would like to visit and how they might get there. They have an elementary understanding of distant places. The pupils' understanding of contrasting localities improves and by Year 4 they have learned about an African village in Zimbabwe that is formally linked to the school.
62. By Year 6, pupils can recall confidently key facts and events about World War 2. They remember these by producing and simulating the front page of newspapers announcing the declaration of war. Pupils combined their artistic, writing and historical knowledge effectively to complete this work.

Religious education

Provision in religious education is **good**.

- By Year 6 pupils' knowledge and understanding is above the level expected for their age.
- Pupils' achievement is satisfactory in the Year 1 and 2 class and good by Year 6.
- Teaching is always at least satisfactory and is often good for the oldest pupils.
- Assemblies are used well to extend pupils' understanding of religious concepts.

Commentary

63. In Year 2 pupils regularly follow stories told by Jesus and they learn about parables from Bible stories. These lessons are used satisfactorily to help pupils to think about personal qualities such as being humble or learning from mistakes.
64. By Year 6, pupils have made good progress in their understanding of morals and of what is meant by a code of good behaviour. They have considered these when deciding on rules that are appropriate for their class. Lesson evidence and pupils'

general conduct around the school shows the positive impact of this teaching with the outcome that pupils' behaviour is sometimes excellent.

65. Analysis of written work shows most Year 6 pupils achieve well and have good knowledge of Biblical characters such as Moses, Abraham and John the Baptist. Pupils also gain good knowledge and understanding of other world faiths such as Judaism through work that satisfactorily meets the requirements of the locally agreed syllabus. Year 6 pupils, particularly those of higher attainment, discuss religious ideas at a level of understanding above that normally expected.
66. Only two lessons were observed during this inspection. The teaching was satisfactory in one and good in the other. In the more successful lesson the teacher skilfully used the pupils' prior knowledge as a secure base for advancing their learning about the Passover Festival. The pupils confidently recalled from memory key events in the life of Moses. The teacher used a short video sequence and a seder plate to lead pupils to a good understanding of the significance of the plate for those following this faith. Pupils learned about unleavened bread and its importance before analysing the symbols on the plate and effectively drawing conclusions about their meaning.
67. Good subject leadership has helped to ensure the school has maintained the good practices identified at the time of the previous inspection. These include the involvement of the local vicar in regularly leading school assemblies that have a strong religious dimension. In a lively assembly at the beginning of the school week pupils learned to think about their eyes, ears and mouth as 'special gifts' and to consider the implications for those less fortunate than themselves. As the discussions developed the pupils were reminded of the miracle of the blind man and of how the pupils themselves might help those who are unable to see.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. No lessons in **art and design** were observed. There is insufficient evidence to make secure judgments of teaching, learning and pupils' achievement. Scrutiny of displays shows pupils are producing work at the level expected for their age.
69. Year 2 pupils cut card and fabrics and join these together to make mobiles for their classroom. They use their hands to print symmetrical patterns and work with figure templates to practise shading. In work linked to science pupils have observed plants closely and represented these well in pencil drawings. Year 3 to 6 pupils build on these skills to produce elongated pictures and mosaics from photographs. They can select pastel colours when adding illustrations to their poems. By Year 6 pupils observe each other carefully to produce portraits.
70. No **design and technology** lessons were observed during this inspection so it has not been possible to make secure judgments of teaching, learning and pupils' achievement. Pupils' past work from each class shows most are making products in line with standards expected for their age. Year 2 pupils, faced with a challenge to make a vehicle to carry an egg down a slope used construction equipment to complete this task. Evidence shows how much they enjoy this activity and how it helped to develop their social skills. By Year 6, pupils use their design and making skills to construct shelters. Higher attaining pupils produced a good standard of work that showed careful attention to detail in the finished product. Discussion with the pupils confirmed they had evaluated their work carefully and decided how it might be improved.

71. No **music** lessons were observed. The scrutiny of teachers' planning and evidence of the work previously covered shows that all aspects of the subject are taught well. During assemblies, pupils sang tunefully and with enthusiasm. The school places emphasis on teaching the performing arts, combining music, drama and dance, and the majority of pupils develop skills progressively to a good standard. End of term productions, such as *A Midsummer Night's Dream*, are good features of the school's work. The choir and small musical ensembles are regular features of the school's work.
72. Provision in **physical education** was not a focus for the inspection and only one part lesson was observed. The school's accommodation for indoor physical education is unsatisfactory as the hall is too small for older pupils in Years 5 and 6. Balanced with the good outdoor facilities the school does well to provide a full programme of games and outdoor activities, including competitive sports outside school hours and this is one of the strengths of the school. The school was recently awarded a national charter from the Football Association. In the indoor lesson observed, Year 1 and 2 pupils enjoyed experimenting with different modes of movement and punctuating these with simple balances as part of a sequence.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. The school has a positive ethos that encourages the pupils to respect others and to help and support in the community. Topics are often linked to whole school themes, assemblies and to topics in religious education. In lessons, the pupils talk or write about health and safety matters or moral issues that provide opportunities for the pupils to learn right from wrong. Good use of visual prompts, illustrations and storybooks help the pupils to relate to fictional characters and ask questions about how they ought to behave or respond. Bullying is discussed in some sessions and tolerance of other faiths and cultures is continually enhanced in religious education and humanities studies. Class discussions, assemblies and lessons provide many opportunities for the pupils to share ideas, to listen to others and to respect their point of view. Personal, social and health education lessons and those in most other subjects help to raise self-esteem and confidence especially when pupils speak to a group or the whole class. Good use is made of drama and role-play to help the pupils relate to the views of others and to prompt questions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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