

INSPECTION REPORT

OAKLEY LOWER SCHOOL

Oakley, Bedford

LEA area: Bedfordshire

Unique reference number: 109474

Headteacher: Mrs S Lovett

Lead inspector: Mr M Carter

Dates of inspection: 25 - 27 April 2005

Inspection number: 267420

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary (Lower)
School category: Community
Age range of pupils: 4 - 9
Gender of pupils: Mixed
Number on roll: 158

School address: Oakley Lower School
Station Road
Oakley
Bedfordshire

Postcode: MK43 7RE

Telephone number: 01234 822104
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Appropriate authority: Governing Body
Name of chair of Mr R Hull
governors:

Date of previous 4 May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

The school serves the village and the areas surrounding Oakley, a few miles north of Bedford. There are 158 pupils in all. Being popular amongst its parents, a few pupils come from homes further afield. The school has a 'Healthy Schools Award', a DfES 'Achievement Award (2003) and Bedfordshire's Active Schools' Silver Award. It is also part of a Primary Learning Network. It is sited beside the Middle School to which pupils transfer at the age of nine. There is a separately run special school unit adjacent and a separately run before and after-school care service sited in a demountable building on site. The pupils are very largely from white British backgrounds but about five per cent have a range of other backgrounds. However, none are learning English as an additional language. The proportion of pupils leaving or joining the school part way through is not dissimilar to the national picture.

An average proportion of pupils have special educational needs (20 per cent) but there is an above average number with statements (2.7 per cent). The difficulties the pupils have include, autistic spectrum, speech and communication, emotional and behavioural difficulties and dyslexia. Socio-economic indicators for the area are above average and the proportion taking free school meals is below average. Attainment on entry is about average and over the last few years has been similar to the Bedfordshire average, although sometimes slightly higher in mathematical development.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20714	Mr M Carter	Lead inspector	Mathematics Information and communication technology Art and design Physical education
9504	Mrs S Gurney	Lay inspector	
22147	Mrs A Holland	Team inspector	Foundation Stage Science Geography History Design and technology
11419	Mrs J Underwood	Team inspector	English Music Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The strengths of Oakley Lower School outweigh its weaknesses and it has good potential for improvement. It is a caring school that knows its pupils well and listens to parents' and pupils' views carefully. It provides a satisfactory and improving education for its pupils. The good leadership of the headteacher has been the impetus in moving the school forward and in improving the quality of teaching and the accommodation in order to raise standards, particularly in reading and writing. Supportive governors know the school well and understand its strengths. Standards in reading are currently above average. Achievement of children in the Reception class, and pupils with special educational needs, is good because of good teaching and support. There are very effective links with the community and the parents, whose views of the school are very positive. **Value for money is satisfactory.**

The school's main strengths and weaknesses

- the good leadership of the headteacher has been instrumental in providing direction to improve standards, especially in reading and writing;
- teaching is good in the Reception class, leading to effective learning and achievement;
- the school makes good provision for pupils' personal development resulting in good behaviour and positive attitudes towards learning;
- although pupils' progress is carefully tracked, insufficient use is made of assessments to ensure work is closely matched to each pupil's needs, especially for more capable pupils;
- there are very good links with parents and the local community;
- work across the subjects, especially the use of information and communication technology, is limited.

Since the last inspection, the school has made a number of improvements, although national test results for Year 2 pupils have not kept pace with the national trend. There is fluctuation in the annual results because there are small year groups with varying proportions of special educational needs. The school now uses time well and lessons start promptly. Teaching is largely effective and satisfactory overall being guided by a thorough policy. Development planning has improved and is largely effective. Assessments systems are now improved, although they are not always used to set challenging work for higher attainers. Pupils show a reasonable level of independence and carry out responsibilities well. The use of literacy, numeracy and computer skills in other subjects is still not well planned but improving. The school has made considerable improvements to its accommodation. However, overall improvement is unsatisfactory because of lower test results at Year 2 in 2004. The impact of improvement measures is evident in the current standards but has yet to improve national test results.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	D	D	E
Writing	A	D	D	E
Mathematics	A	C	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 have similar levels of free school meals..*

The achievement of pupils from Year 1 to Year 4 is currently satisfactory and pupils with special educational needs make good progress. Achievement is good in the Foundation Stage and satisfactory in the rest of the school. Most pupils in the Foundation Stage are on course to at least meet the nationally agreed Early Learning Goals. The Year 2 results in 2004 were low largely because of a high proportion of this year group had special educational needs. The standards of the current Year 2 pupils are generally close to average. By Year 4, standards are currently good in reading and are satisfactory overall. Most pupils reach the expected level for their age. A small number of more capable pupils could do better. The performance of boys and girls has not been significantly different over a period of five years, although girls do better in writing. Children enter the school with average attainment. They make generally good progress in the Foundation Stage and by the time they leave the school at the end of Year 4, standards are generally average, except in reading and in physical education where they are above average. Standards in information and communication technology are satisfactory throughout and there have been improvements in the school's provision. The pupils have good attitudes to school and their learning and are very willing and responsible in the tasks they take on. **Their spiritual, moral, social and cultural development is good overall.** Attendance is very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory overall, and there are strengths in the Reception class and the programmes to improve standards in English. Homework and marking are used well and they make a positive contribution. Consequently, learning is satisfactory and in several cases it is good. For example, the pupils with special educational needs make good progress, many achieving nationally expected standards by the end of Year 4. The curriculum meets all requirements and is satisfactory with good enrichment, especially through the good number of extra-curricular activities. The accommodation and resources also contribute well to the pupils' experiences. The school cares for its pupils well and there is always an adult to turn to. Induction to the Reception class is very effective, and so is the partnership with parents, who are well informed by the school. The school listens to parents' views and acts on them effectively. There are also very good links with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has created a very clear vision and sense of purpose, and good planning supports actions for improvement. The leadership and management roles of other staff are satisfactory and developing. However, for some subjects there is a lack of impetus. The governing body is effective and has good oversight, regularly challenging any perceived weaknesses. For example, the weak 2004 results were challenged and explanations gained. Governance is good and governors use finances well to promote improvements, particularly in the standards that the pupils achieve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are extremely supportive of the school and appreciate the very good communication provided. They offer a good degree of help and there are no significant areas where they are critical. Indeed, at a meeting of parents, few could think of ways in which the school could improve. Pupils also enjoy the school and all it provides. The school listens to their views and in this way they feel respected and part of the school community.

IMPROVEMENTS NEEDED

In order to raise standards and the achievement of pupils, the school should:

- use assessments better to match work closely to pupils' needs, especially the more capable ones;
- devise efficient and effective assessment systems for subjects which do not have them;
- improve planning to include the use of basic skills (particularly computer capability) in other subjects; and
- empower subject leaders in the non-core subjects to promote high standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards are currently above average in reading and average in writing, mathematics and science. Standards in information and communication technology are as expected for pupils' ages and those in religious education are in line with the expectations of the locally agreed syllabus. Achievement in Years 1 to 4 is satisfactory. Achievement of pupils with special educational needs, and children in the Reception class, is good.

Main strengths and weaknesses

- An emphasis on developing pupils' literacy skills is raising standards in writing and reading.
- The Reception class children are achieving well because of good teaching.
- Too small a proportion of pupils exceed the expected levels in mathematics and science, throughout the school.
- Effective use is made of pupils' developing skills in literacy but their skills in mathematics and information and communication technology are less well used.

Commentary

1. Children enter the Reception class with a range of knowledge and skills that are broadly average. They make good progress and achieve well because they are well taught. Many are on course to exceed the national goals for early learning.
2. In Years 1 and 2, the pupils' achievement is satisfactory overall in mathematics and science and good in English, where there are special programmes which provide focused teaching and learning of skills in reading and writing. Consequently, the standards of the current Year 2 pupils are above average in English and the 2005 national test results are likely to improve on 2004. In mathematics, most pupils achieve well in Years 1 and 2, although there is a small number of more capable pupils who could do better. A high proportion are likely to reach the nationally expected standards for their age, although a smaller number than found nationally are reaching higher standards. There is a similar picture for science. Standards in information and communication technology for Year 1 and 2 pupils are satisfactory and provision has improved since the last inspection. For example, some of the teaching was of good quality. Standards and achievement are satisfactory in Year 2 in art, physical education and religious education.
3. In Years 3 and 4, achievement is good in English. A high number of the current Year 4 pupils achieve the expected level and many do better in reading where standards are above average; they are average in writing. In mathematics, some good teaching and learning is helping most pupils to gain the expected level for their age and an average proportion do better. In science, the current standards in Year 4 are average and pupils' achievement is satisfactory. In information and communication technology, art, and religious education, standards are satisfactory while in physical education they are good, because of very good teaching.

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

Standards in:	School results	National results
Reading	15.3 (15.4)	15.8 (15.7)
Writing	13.6 (14.0)	14.6 (14.6)
Mathematics	16.3 (16.7)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

4. The above table shows the results of the school's 2004 national tests for Year 2. When the results are compared to all schools nationally they are below average in reading and writing and average in mathematics. When compared to similar schools, they are well below average in all subjects. However, this cohort contained a high proportion of pupils with special educational needs. Also the size of the cohort affected the overall results because each pupil represented approximately 4 per cent of the total.
5. The school has worked hard to improve standards, and has placed a particular emphasis on reading and writing. It is intended that this will be followed by a focus on science and mathematics. The trend in the results for these subjects between 1999 and 2004 was below the national trend. In the 2004 tests girls out performed boys in reading and writing but were nearly a term behind the expectations for their age. The work of the current pupils in Year 2 shows significant improvement since the test results of 2004 bringing the school closer to the standards outlined in the previous report.
6. Overall, the achievement of pupils from Year 1 to Year 4 is satisfactory. However, children in the Reception class achieve well. Pupils also achieve well in reading and writing because of good teaching and the emphasis placed on developing literacy skills. Those pupils with special educational needs also achieve well. Tasks are closely matched to their needs and good support has a positive effect on the standards of their work. Achievement in other areas of the curriculum is presently satisfactory because the priority has been English. Pupils are interested and keen, and when motivated by teachers' knowledge and enthusiasm, attain above average standards. For example, in a music lesson for younger pupils, the standard of both their singing and rhythm keeping was good.
7. There was limited evidence of pupils using computers to support learning in other subjects. This issue was highlighted in the previous report. Similarly, the use of literacy skills in other subjects was criticised but the pupils now use their literacy skills effectively in other areas of the curriculum. The school has a policy for identifying pupils with particular gifts and talents but does not implement it fully. There was insufficient evidence to make a judgement about provision for these pupils. Pupils with special educational needs often learn effectively and frequently attain average levels. Provision for these pupils is well organised and effective and consequently the majority of them attain the levels expected for their age.

Pupils' attitudes, values and other personal qualities

Attendance is well above average. Punctuality is very good. Attitudes and behaviour are good and reflect the pupils' good spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The pupils' good attitudes to school and their learning are effectively encouraged through the very good relationships and provision, such as the school council, responsibilities and a number of special events and visitors.
- The very good attendance and punctuality reflect the parents' and pupils' high regard for all that the school offers.
- The pupils have satisfactory opportunities to become aware of different world cultures but have few insights into living in a multi-cultural society.

Commentary

8. The pupils' good attitudes are demonstrated in most lessons where they are attentive and usually well behaved. This is often because the lessons are made interesting and any weak behaviour is well managed. A very small number of pupils have individual education plans for improving their behaviour. There have been no exclusions and behaviour around the school is generally good and is promoted through well known class and school rules. Parents agree that behaviour is generally good and the children are interested in their work. They learn to become mature because they are listened to by staff and have a voice through the school council. Most of the older pupils have responsibilities such as being a "playground buddy", or for fulfilling tasks around the school. These also help them to respect the needs of others and, consequently, there is very little bullying or harassment, which is quickly resolved if it does arise. Contact with pupils from the adjoining special educational needs unit also helps the pupils to behave positively with others.
9. Because good adult support is provided for pupils with special educational needs, they continue to have positive attitudes to their tasks and to other pupils. These pupils mostly behave well and apply themselves to their tasks. When there is a behaviour problem, there are very effective strategies in place to manage it.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	151	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Attendance

10. The attendance rate for the last complete academic year was well above the national average. There is very little lateness and lessons start on time. These are improvements since the last inspection. Parents are well aware of procedures and the importance of not missing schooling. Their strongly positive views are echoed by the pupils, who like the school and want to maintain a good attendance record.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.0
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.

11. The provision for the pupils' development of spiritual awareness, morality, social skills and cultural understanding is good overall. Assemblies and many lessons provide opportunities for pupils to sense wonder and to reflect. For example, a visiting bus, containing displays of aspects of the human body and human life, gave pupils a fascinating insight into their own existence. Many assemblies contain moral messages and the pupils gain a good sense of right from wrong. Parents and pupils feel that the members of staff treat them fairly and those pupils in need are always helped. The school council provides additional ways in which pupils gain a sense of social justice and an ability to negotiate. There are special days and events provided that help pupils to learn about other cultures. For example, the 'Countries Days' provide learning about other cultures through visitors and artefacts. However, there are few opportunities for pupils to gain an awareness of living in a multi-cultural society. Consequently, while spiritual, moral and social development are well promoted, cultural development is satisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. Teaching is satisfactory and has several strengths. The curriculum is satisfactory and strong in the provision for English, mathematics and the Foundation Stage. The school's accommodation and resources are improved and are now good. There is good care for pupils' welfare, health and safety and very effective links with parents, because the school is responsive to their views.

Teaching and learning

Teaching and learning are satisfactory overall and good in the Foundation Stage. The teaching of English is good throughout and is supported by a number of programmes. The teaching of mathematics in Years 3 and 4 is also good. Assessment is satisfactory overall and strongest in English and mathematics.

Main strengths and weaknesses

- Teaching has improved since the last inspection; there is no unsatisfactory teaching now and a good proportion of it is helping to raise standards.
- The teaching of literacy skills and of pupils in the Foundation Stage is usually very effective.
- Planning is often good and indicates clearly what the pupils are going to learn.
- Assessment is not used sufficiently in subjects other than English and mathematics, nor to raise the attainment of the more capable pupils.

Commentary

12. Teaching and learning were strongest in the Foundation Stage, often good in Years 3 and 4, and satisfactory in Years 1 and 2. The new headteacher has introduced a policy for teaching and learning, which is contributing to greater consistency, which represents an improvement since the previous inspection. Both permanent staff and

visiting teachers sometimes provide very well taught lessons that are raising standards across a range of subjects. In the best lessons, teaching is inspirational and pupils learn quickly; they improve their skills because objectives are clear, behaviour is managed well, and there is effective support for less capable pupils. However, in a few lessons, the teaching was not interesting or there was insufficient challenge, particularly for the more capable pupils.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	3 (9%)	15(47%)	13(41%)	0	0	0

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

13. In an effort to raise standards, the school has adopted a new strategy for teaching reading, which is being effective. Standards are generally high, with most pupils reading at the expected level for their age and many at a higher level. This has also led to improvements in the teaching and learning of writing and current standards are better than the results of the 2004 tests. The teaching of literacy skills is carefully planned and effective in developing the pupils' phonic and spelling skills. Learning objectives, and the criteria for their success, are made clear to the pupils and the marking of their work is regular and helpful. Members of support staff are effective and teachers use questions well to extend pupils' learning. However, the tasks set do not always help the most capable pupils to achieve higher levels. In the Foundation Stage, there is a strong emphasis on helping the children to gain skills in speaking and listening, and the quality of teaching and learning is good because of the good ethos, the planning, and the wide range of activities. However, the outdoor area is under-developed as a place for learning in all parts of the curriculum. Provision for these children has at least been maintained since the last inspection, when it was good.

14. Assessment is thorough in English and in mathematics, where teachers regularly check each pupil's progress. Checks are also made on the progress of individuals and of groups, such as boys and girls and pupils with special educational needs. The teachers have clear ideas of what each pupil should achieve by setting targets for them. Marking is frequent and often leads to improvements. However, teachers' day-to-day assessments do not always lead to learning that is well matched to different ability groups needs, particularly in subjects other than English and mathematics. Furthermore, teachers sometimes fail to give more capable pupils work that will challenge and extend their learning to higher levels. Nevertheless, the work for pupils with special educational needs is often well adapted to their needs and teachers often provide extra support. This has helped many of these pupils to achieve well and close to the expectations for their age.

The curriculum

Overall, the curriculum is satisfactory and meets statutory requirements, including those for religious education. Curriculum provision for the Foundation Stage is good. Staffing, accommodation and resources are good throughout the school.

Main strengths and weaknesses

- The curriculum for Reception children is good, providing a wide range of activities in all areas of learning.

- Enrichment of the curriculum is good with many visits, visitors and residential trip to support learning.
- Planning for those pupils with special educational needs is good; good support gives them effective access to the curriculum.
- Planning for linking areas of the curriculum is limited.

Commentary

15. The curriculum meets requirements for all subjects including those of the locally agreed syllabus for religious education. Children in the Reception class enjoy an effective curriculum, which has a wide range of planned activities in all the nationally agreed areas of learning. The National Literacy and Numeracy strategies have been effectively implemented. Teachers provide a broad programme for personal, social and health education. The school ensures that all pupils have access to activities and equal opportunities. It is effective in supporting those with special needs as well as helping other pupils to be understanding and respectful. For example, the pupils of the adjacent special educational needs unit, join a number of the school's activities and are welcomed.
16. Curriculum provision for pupils with special educational needs is good. The school provides individual plans for pupils' learning with targets that are appropriate and meet the pupils' needs. Targets are specific and they have clearly defined steps that help to track each pupil's progress. Parents are invited termly to review their child's plan and to agree new targets.
17. All subjects have schemes of work, which are drawn up from national guidelines. Planning is based on a two- year cycle to take account of pupils in the mixed-age class. The plans are evaluated and reviewed and an aim of the school is to develop plans that allow for closer links across the subjects. Presently, the strongest link is the use of literacy skills in other subjects. This is not the case with the use of information and communication technology or mathematics, despite the fact that this was an issue from the previous inspection.
18. Teachers provide a varied programme of learning experiences for all pupils, including extra- curricular sporting and musical activities. Visits to places of interest, visitors, the use of the local environment, and a visiting theatre group, have a positive effect on learning. These and a residential trip for the Year 4 pupils, help to enrich the curriculum and increase the pupils' knowledge of the world around them.
19. The school is well staffed with a good number of support staff who enable teaching and the day-to-day life of the school to function smoothly. A more rigorous approach to monitoring the curriculum is being developed. The accommodation is good and has recently undergone refurbishment. The school has good outdoor facilities including grassed pitches and hard play areas. There is an appropriate designated area for the Foundation Stage. The school presents an attractive learning environment for the pupils, and apart from the outdoor area of the Reception class, is well used by staff. The school has good resources to support pupils' learning and teachers generally make good use of them.

Care, guidance and support

The school has a caring ethos and members of staff have very good relationships with the pupils. Arrangements to ensure children's care, welfare, health and safety are good.

Main strengths and weaknesses

- Teachers and teaching assistants know their pupils well and have very good relationships with them.
- There are very good induction arrangements for children entering the Reception class.
- Child protection arrangements are good.
- The monitoring of the pupils' personal development is too informal.

Commentary

20. Members of staff support the pupils well and the ethos of the school is very friendly and caring. Pupils are happy at school. Induction procedures into the Reception class are very good. Parents appreciate these arrangements, which include home visits by the class teacher and the nursery nurse. Consequently, the children settle in quickly and easily and this has a positive impact on their achievement. There is very good liaison with the adjacent middle school and Year 4 pupils are well prepared for their transfer.
21. The school makes good arrangements to implement the locally agreed child protection procedures. All members of staff are conscious of the need to be vigilant and what to do if they have reasons for concern. Arrangements to ensure health and safety are good and the headteacher and the governors ensure that regular risk assessment takes place. No safety hazards were observed during the inspection.
22. Pupils are given good support, advice and guidance. However, there is little formal recording of pupils' personal development other than in their annual reports to parents. This point was raised at the time of the last inspection. Academic performance is assessed and monitored satisfactorily. Teachers have very good relationships with their pupils and this contributes to a good learning ethos. The pupils trust their teachers to help them and are confident that they can share any worries with them.
23. Members of staff listen to the pupils' views in class discussions and in personal, social and health education lessons. The school council, with representatives from every class, apart from the Reception class, also gives pupils an opportunity to express their views and their requests. They recently asked for more playground equipment. Some has already been provided and pupils are helping to raise funds further to improve the facilities.
24. Provision for children's care, welfare, health and safety is one of the school's strengths, as it was at the time of the last inspection. Pupils with special educational needs are well supported. They receive good guidance and advice because the school has implemented the national code of practice well. It is quick to seek the support of outside bodies with specific expertise. The results of these pupils' assessments are used well to help identify what the pupils need to do next.

Partnership with parents, other schools and the community

The school has developed very good links with parents and the local community. The school has sustained the high standards reported at the last inspection.

Main strengths and weaknesses

- Communication between school and home is of very good quality and keeps parents very well informed about their children's education.

- Through their involvement with the school as volunteers, and in other ways, parents provide very good support for their children's learning.

Commentary

25. The overwhelming majority of parents who attended the parents' meeting, and those who were spoken to during the inspection, expressed very positive views about the school. They could not think of any way in which the school could be improved. They believe that their children like coming to school, that they behave well and that they make good progress. Parents think that the teaching and management are good, that their children are expected to work hard and that they are fairly treated in school.
26. Parents are kept very well informed of all school affairs through newsletters which provide information about the curriculum and events. Curriculum evenings are held to keep parents fully involved in any changes or innovations, such as the Early Reading Research programme. Homework books explain how parents and siblings can assist pupils and there is a regular day for homework to be brought from home and handed in, and it is checked regularly. Consultation evenings and annual progress reports provide parents with clear information about what their children know, understand and can do. The school prospectus and the annual governors' report comply with legal requirements.
27. Parents show that they are eager to support their children's learning by ensuring regular and punctual attendance. The home-school contact books are used well and homework books reveal significant parental interest in the tasks set. Many parents are actively involved in the school, for example, as learning support assistants, by helping with individual reading and other tasks in classrooms and by supporting fundraising activities. The high level of parental involvement in these activities reflects the considerable contribution that parents make towards the education of their children. This is valued very highly by the school.
28. The very good links established with the community through their involvement in activities, help to promote in pupils a sense of citizenship as members of a community beyond the school. These activities include visits to the local day care centre for the elderly. There are strong links with other lower schools in the area and with the adjoining middle school. Pupils are very well prepared for the move into Year 5 through 'bridging activities'.
29. The school has very good links with the parents, and other educational bodies, such as the school medical service, speech therapist and social bodies. These enhance the provision available for pupils with special educational needs. Parents are consulted about initial information and they meet the teachers termly to discuss their child's progress.

LEADERSHIP AND MANAGEMENT

The head teacher's leadership and management and the governance of the school are good.

Main strengths and weaknesses

- The good leadership and management of the head teacher have been a key factor in the school's recent improvement.
- The leadership and management of the school have appropriately focused on raising standards in reading and writing.
- Opportunities for subject leaders to fulfil their roles are limited.
- The governors make a good contribution to the work of the school.
- Although the school has good strategies for monitoring and evaluating its work, they are not used sufficiently well to promote learning.

Commentary

30. The new headteacher has worked hard to address the key issues from the previous report. However, because of a decline in standards the school focused on these and therefore all issues have not been addressed fully. The headteacher's clear educational vision and high aspirations are shared by all staff, governors and parents. She is working hard to build successful teams throughout the school that will collaborate and support each other. There is a good potential for further improvement. The headteacher's leadership ensures that the school is self-evaluative. It constantly strives to make teaching and learning more effective and although there is more work to be done there are early signs of success. The school provides a happy safe environment for all its pupils.
31. Management systems are now rigorous so that monitoring and evaluation is becoming an accepted part of the school's analysis of its performance. The head teacher monitors and evaluates teaching and learning regularly, supported by the leaders of English, mathematics and science. However, other subject leaders do not have sufficient opportunity to monitor and develop their subjects. The priority has been English. The leadership of the work for pupils with special educational needs is good and ensures these pupils are supported well. Although data and national test results are analysed, they are not used effectively enough to ensure work is closely matched to all the pupils' needs. A performance management system is in place to support professional development for teaching staff but does not yet include other staff in the school. The induction arrangements to help new members of staff understand school policies and settle into school routines are very effective.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	441,666	Balance from previous year	17,021
Total expenditure	435,672	Balance carried forward to the next	23,015
Expenditure per pupil	2,944		

32. The governors challenge and support the senior staff very well. They know the school's main strengths and weaknesses well, partly through visits and partly through the headteacher's reports. Governors make a good contribution to the school's work. Best value principles are used satisfactorily, although governors seldom compare their spending to similar schools. Parents are very impressed with improvements and very confident in the school's leadership. While much has been done to improve the school's effectiveness, the results are only just emerging and the school currently offers satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision for the children in the Foundation Stage is good. The school has sustained the standards reported by the last inspection, although the outdoor area is currently underused. The majority of children enter the Reception class with average standards, although a proportion attains higher standards. Induction to the Reception class is very good. There is close contact between the teacher and the nursery nurse and the range of pre-school providers. By the time children start school, they are entering a familiar environment. The teacher and the nursery nurse work very closely together and create a good learning ethos for the children. There is a strong commitment to raising standards, particularly in the development of the children's literacy skills.
34. Teaching is planned in line with the nationally agreed curriculum for children of this age. It takes account of the needs of individuals effectively. Planning provides a wide range of interesting activities across the six areas of learning. The classroom is spacious and airy and has access to a good sized, designated outdoor area, which is resourced well with a range of appropriate equipment, including large wheeled toys. However, the outdoor area is underused. Children make good progress in the Reception class and achievement is good overall. By the end of the Reception year, most children will achieve the national early learning goals in all six areas of learning and a small number will exceed these. Children's progress is carefully checked through regular observations and the steps they take towards achieving the goals for early learning are carefully recorded. Satisfactory use is made of this information to plan the next steps in their learning. The Foundation Stage co-ordinator is an effective leader.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Induction procedures ensure that the children settle quickly into school.
- Supportive relationships are established within the class and the children feel confident and happy.

Commentary

35. The children, including those with particular needs, make good progress and achieve well. Most are likely to achieve the national goals for early learning by the end of the Reception year. This is similar to the findings of the last inspection. Induction procedures are sensitive to the needs of the children who settle quickly into school life. They develop good attitudes to learning because of the good teaching. Adult relationships are very supportive, and as a result, the children's self-confidence and independence are increasing. They have regular opportunities to work in groups, to take turns and to share. There is a good balance between teacher-led and child-initiated activities. Members of staff have high expectations of behaviour, and consequently, the children develop a good understanding of right and wrong. They sustain good levels of concentration and are very aware of school routines.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and members of staff take every opportunity to develop the children's language skills.
- Early reading skills are very well developed.

Commentary

36. All the children achieve well and are on course to meet the national goals in this area of learning. Teaching is good because both the teacher and the nursery nurse develop the children's vocabulary through probing questioning and insistence that the children listen to the contributions of others. The school has adopted the Early Reading Research programme which is used to support the children's understanding of phonics and key words. All the children can write their own name and the majority are confident enough to attempt to write independently. All children are given many opportunities to write. Most form their letters correctly and they use computer programs on a regular basis, to enhance this skill. Children are introduced to simple reading texts at an early stage and the higher attaining children read at above average standards. There is a home-school booklet, which is used very well by parents and staff. Children read regularly and their progress is carefully recorded. They enjoy story-time and books are well chosen to sustain children's interest as well as to support their learning. The school has sustained the standards reported at the time of the last inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A good range of practical activities reinforces the children's learning.

Commentary

37. Teaching and learning are good. Children make good progress and achieve well. This is similar to judgements in the last inspection. Children practise the skill of counting at the beginning of each session. They count out how many children have milk and most can identify numbers up to twenty eight (the number in the class) on the hundred square. During a session when number was the focus, they were taught numbers up to twenty, and were introduced to the idea of pairs. The teacher's quiet calm manner encouraged learning. The range of activities provided stimulated the children and supported learning in this area. There are however, occasions when opportunities are missed to further extend the knowledge of higher attaining children. Children enjoy number games, use the dice effectively, and most count accurately when playing. They sing number rhymes with enjoyment. Most children are on target to meet the in early learning goals in mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**, with some very good features.

Main strengths and weaknesses

- A good range of interesting activities effectively promotes learning in this area.

Commentary

38. Children achieve well and are on course to meeting the early learning goals by the end of the Reception year. Standards reported at the time of the last inspection have been sustained. Children are encouraged to think about the world around them when experiencing a variety of topics, for example, the weather. Children can describe different weather conditions and are encouraged to look closely at the clouds and the colour of the sky. They know that weather conditions affect plants. They respond enthusiastically to activities in and outside the classroom. The children visited the 'Life Bus', which promoted healthy eating. They demonstrated an advanced understanding of the workings of the body; knew that veins carry blood and that bones 'hold us up'. This was a very good session; the teaching was very good and captured their imagination, and the children responded positively. There was a moment of real 'awe and wonder' when a child touched the heart in the model and the teacher surreptitiously switched on a light illuminating the organ. Children made a collage independently choosing a variety of materials, which related to previous work. They could explain that some materials were rough and that some were smooth. They have regular access to computers, which they handle with confidence. They can change programs, click and drag pictures, and use the mouse with confidence.

PHYSICAL DEVELOPMENT

39. It was not possible to make an overall judgement of provision or standards. No sessions were observed where physical development was the focus. Scrutiny of planning and photographs of Foundation Stage activities are on display and discussion with the teacher indicate that this area is covered satisfactorily. Children have indoor physical education lessons in the hall. Within the classroom, they have good access to a range of equipment to develop their hand and eye co-ordination. Children have access to an appropriate outdoor area with an adequate supply of wheeled toys. However, the outdoor area is not used continuously as an integral part of the day.

CREATIVE DEVELOPMENT

40. No sessions where creative development was the focus were observed, however, creative activities are on-going throughout the day. Easels and paints are out at all times and children use these with confidence, they select brushes and paints confidently and can explain what they are painting. Opportunities for role-play are good and children make good use of them. During the inspection, the role-play area was a beach shop and the children played very well together in the 'shop' changing roles often. Scrutiny of planning and observations of creative work on display indicate that most children are on course to attain the national goals for early learning by the time they enter Year 1. Assessment records indicate that all children have made good progress and are achieving well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards in reading are above average.
- The quality of teaching and learning is good.
- Because of the emphasis on reading and writing skills, standards are rising.
- Although pupils' progress is carefully tracked, the information is not used well enough to ensure work is closely matched to every pupil's needs.
- There is limited opportunity to develop research skills.

Commentary

41. In 2004 national tests for Year 2, standards were below average in reading and writing when compared to all schools nationally, and well below average when compared to similar schools. The percentage of pupils exceeding Level 2 was well below average in reading and very low in writing. A high proportion of this group had been identified as having special educational needs. However, current standards are improving; they are above average in reading and average in writing. A greater proportion of the pupils are on course to exceed the expected level because of the emphasis on developing their literacy skills. Pupils are now achieving well and making good progress. This is particularly so for pupils with special educational needs. Their carefully devised individual literacy plans ensure they make good progress and achieve well.
42. In Year 2 and Year 4 standards in speaking and listening are average. Whilst some pupils are becoming articulate speakers, others use less imaginative vocabulary and sometimes find it difficult to explain what they mean. There are limited opportunities in other areas of the curriculum for pupils to express themselves and to develop the relevant vocabulary. Most pupils listen well to their teachers and peers and show respect for each other's views.
43. Listening to pupils talking about books and hearing them read is a pleasure. Reading standards in Year 2 and Year 4 are above average. Most enjoy fiction and non-fiction books. They talk enthusiastically about their favourite authors and stories. The higher attaining pupils read fluently and accurately, but often lack expression. They develop a range of strategies for working out unfamiliar words. Lower attaining pupils, although not such confident readers can sound out words or read the sentence to help them understand a new word. The implementation of Early Reading Research is having a beneficial effect on pupils' ability to sound out words. The Year 4 pupils all read well but when asked to guess what might happen next did not find this easy. Year 2 pupils struggled with this as well. There are some opportunities for research, but in Year 2 this is relatively rare. However, all pupils know how to use information books and to recognise the difference between fiction and non-fiction books.
44. Standards in writing have risen considerably because of the emphasis placed on developing pupils' literacy skills. They are now average in both Year 2 and Year 4. Pupils write for a range of purposes including re-telling stories, poems, instructions and free writing. Many pupils are developing interesting and exciting vocabulary. Punctuation, including speech marks, is used correctly by many pupils. Spelling is not always accurate but pupils make good attempts at writing words as they sound. The implementation of the Early Reading Research programme has increased pupils' knowledge of letter sounds and this has helped them with their spelling. The higher attaining pupils in Year 4 are working at a well above average level, and they produce some good quality descriptive writing.
45. The quality of teaching and learning is good overall. Teachers plan collaboratively and offer their pupils a range of interesting tasks. The lesson objective and success criteria

are shared with pupils, enabling them to achieve well. Questioning is used effectively to extend learning. Tasks are carefully planned but do not always accurately reflect pupils' needs. Lack of pace during the introductory session sometimes detracts learning because pupils become a little restless. However, most have a positive attitude towards learning. They remain on task and concentrate well. Good relationships encourage pupils to respond to questions even when they are unsure of the answer. The final part of the lesson is well used to extend or reinforce pupils' learning or to share work. The good support provided for pupils with special educational needs ensures they have access to the curriculum and has a positive effect on raising their standards.

46. The subject leader's role is satisfactory but needs further development to ensure a very clear overview of pupils' progress and the coverage in each class. World book day, writing books for a younger audience, visiting theatre groups and opportunities to perform, enhance the pupils' understanding of other aspects of the subject.
47. There is regular assessment and the tracking of progress but the information is not used effectively to ensure tasks closely match the needs of each pupil. However, those with special educational needs have individual plans that do provide a close match. Other pupils' work is often too similar to provide appropriate challenge for each level of ability.

Use of literacy across the curriculum

48. In order to raise standards in writing, pupils are encouraged to write in other areas of the curriculum. Good use of literacy skills was evident in history, religious education, science, and technology. Pupils are expected to write information and record investigations in their own words. However, there is limited evidence of information and communication technology being used in literacy.

MATHEMATICS

Provision for mathematics is **satisfactory**, with good features in Years 3 and 4.

Main strengths and weaknesses

- Planning is generally good and effective in promoting a full subject range.
- Very regular assessments are made of the pupils' levels of learning but they are not always accurate.
- Progress is strongest in Years 3 and 4 and standards are often above average.
- The progress of pupils with higher capability is not strong enough in Years 1 and 2.

Commentary

49. Throughout the school the pupils' work shows that they have studied a good range of aspects of the subject and achievement is good in Year 3 and Year 4. This is evident in the teachers' planning, which outlines when aspects of the subject will be taught. For example, pupils of Year 4 make good progress in different aspects of the subject such as number calculations involving division in thousands, negative numbers, and Carroll diagrams. The work of pupils in Year 2 covers a good range including patterns of numbers under 100, and identifying change from 20 pence. Progress in Years 1 and 2 is satisfactory and the current Year 2 pupils attain average standards, but the most capable pupils are often not expected to learn at a high enough level. In contrast,

the more capable pupils in Year 3 and Year 4 make better progress because the teaching challenges their mathematical thinking.

50. The pupils' learning is assessed regularly and the results are used to track individual pupils' progress. However, the system is limited and some assessments are not always accurate. For example, the assessment records suggest that a reasonable proportion of Year 2 pupils attain a high level, but a review of overall performance indicates that their attainment is average. In a Year 2 lesson, a good number of pupils knew the pairs of numbers that make 10, but when using a hundred square, counted in ones rather than in tens and have little experience of work incorporating larger numbers.
51. Throughout the school, very few pupils achieve standards that are below average. Teachers ensure that those few lower attaining pupils have work suited to their abilities and that they are supported often by teaching assistants. Such measures are effective in helping these pupils to make good progress. In most cases, teachers share clear learning objectives with the pupils and these are also reflected in the good marking of the pupils' work. Overall, teaching is good in Year 3 and Year 4. It is satisfactory in Year 1 and Year 2 but the degree of challenge for more capable pupils is sometimes insufficient and some assessments are inaccurate. Good behaviour is promoted well and the pupils have good attitudes to their lessons. The subject is well led and provision is carefully checked.

Mathematics across the curriculum

52. The use of mathematics across the curriculum is satisfactory and there are plans for improvement. Some of the skills of this subject, such as measurement and graphs, are used to support learning in other subjects but are not sufficiently included in forward planning.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- The newly appointed co-ordinator has quickly identified appropriate areas for improvement in the subject.
- A more practical approach to the subject is leading pupils to a greater understanding.
- Insufficient emphasis is placed on requiring the pupils' to record their findings using subject specific language.
- Higher attaining pupils are insufficiently challenged in some lessons.

Commentary

53. Achievement is satisfactory and pupils are mostly working close to their potential. Standards are broadly average at Year 2 and some higher attaining pupils are likely to attain the higher level.
54. Teacher assessments for Year 2 pupils in 2004 indicate standards which were above average in relation to schools nationally and those in similar schools. However, the number of pupils attaining the higher level was below average and well below those in similar schools. The cohort included a much higher than normal number of pupils with special educational needs. In the current Year 2 class standards are satisfactory and there are indications that an increased number of pupils will attain the higher level in this year's assessments.
55. Teaching is satisfactory overall. Only two lessons were observed during the inspection, one was good, the other satisfactory with some good features. Judgement is based on these lessons and a scrutiny of books throughout Year 2 to Year 4. In the good lesson, the planning included opportunities for high-attaining pupils to raise the level of their scientific knowledge and understanding. The lesson sustained a brisk pace throughout and in a class where over half have identified special needs, the pupils' interest was maintained and they made good gains in their learning.
56. An examination of pupil's books revealed that in classes where pupils are encouraged to draw diagrams and record their findings using subject specific language, their progress and achievement are enhanced. In some classes, there is an over dependency on the use of worksheets which restricts challenge for pupils. The school has increased the emphasis on practical investigation and this is supporting pupils in their understanding of the subject.
57. The links between English, information and communication technology and mathematics are satisfactorily developed. An increase in the use of English in the subject, when pupils record their own findings, would support the school's current focus on raising standards in literacy. The school grounds are used well to support

learning in the subject and the older pupils have a residential trip which enhances their learning opportunities.

58. The newly appointed subject co-ordinator has quickly identified appropriate areas for development in the subject. She has a clear understanding of strengths and weaknesses and her plans for improvement are well focused. Marking has been identified as an area for immediate development and the marking is to be linked clearly to the lesson objective and the next steps in learning. Currently, assessment arrangements lack rigour and a new assessment system is being introduced. The use of data analysis is also supporting improvement, although this is only in the early stages of development. The co-ordinator has not yet had the opportunity to monitor teaching and learning and there are plans to do so. There are indications that because of a more rigorous approach to provision in science, levels of attainment are likely to rise.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Most pupils reach average standards but few attain beyond them.
- Pupils have too few opportunities to use computers and to develop their skills when learning other subjects.

Commentary

59. Provision has improved to an extent since the previous inspection. Members of staff are more confident, and sometimes demonstrate good teaching. At Year 2 and Year 4, a large majority of the pupils attain average standards. Year 4 pupils have good attitudes to the subject and they are building a range of competences. For example, most can access the internet using the school's protocols. However, few have high levels of higher standards. In a well taught lesson, Year 3 pupils learned the importance of selecting information to enter into a database. The pupils understood how data must be selected using set criteria because the learning objectives were clear. Year 1 pupils learned how to form a pictogram using a well chosen program, which they operated confidently.
60. The school has organised resources so that each classroom has several computers. This means that in lessons dedicated to the teaching of information and communication technology skills, few pupils have the opportunity to apply immediately what they have learned. Year 4 pupils felt that they do not have sufficient opportunity to use computers. Teaching and achievement are satisfactory and there is a good system for recording the pupils' gains in skills and learning. These records are also available to the co-ordinator, and form a good method of identifying strengths and weaknesses throughout the school. The current priorities focus on improving resources and increasing the use of information and communication technology in other subjects.

Information and communication technology across the curriculum

61. There were a few good examples of information and communication technology across the curriculum. In a good art lesson, Year 2 pupils made pictures of the qualities of brickwork in a variety of ways. They worked independently with little help.

There were too few such examples and the school has not improved this area sufficiently since the last inspection. Software resources are being improved, and currently are at least adequate. However, the use of information and communication technology is not planned into many lessons in other subjects and during the inspection the classroom based computers were often idle. This aspect of provision is unsatisfactory because the pupils do not always have immediate opportunities to practice the new skills gained in information and communication technology lessons.

HUMANITIES

62. In humanities, work was sampled in **geography** and **history**. No lessons were observed in either subject. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from the pupils' work that standards are at least average. Displays around the school indicate that art and design, and English, are used to support learning in the subject. The school makes good use of visits and visitors to enhance the pupils' understanding of both subjects. Subject management is satisfactory. Assessment procedures are not in place and more rigorous assessment is needed to ensure that the skills required in both subjects are being consistently developed.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged to use their literacy skills to record information and thoughts in this subject.
- Assemblies play an important part in raising the pupils' awareness of other faiths.
- The planning for the older pupils indicates that there are limited opportunities for exploration of other faiths.
- The subject leader is enthusiastic and interested but the monitoring role is underdeveloped.

Commentary

63. Standards in religious education in both Year 2 and Year 4 are in line with those in the locally agreed syllabus. Although only one lesson was observed, evidence was collected from looking at pupils' work and talking to them about their understanding of religion. Pupils are encouraged effectively to use their literacy skills to record their findings. The majority of the written work expresses the pupils' own thoughts.
64. The younger pupils are very secure in their knowledge of Christianity and are able to recall elements of other faiths. They talk enthusiastically about the life of Jesus, including the Christmas and Easter stories, parables and the Last Supper. Other faiths mentioned include Islam and Hinduism. The older pupils are also knowledgeable about Christianity, the role of the church in Christian worship, baptism and other celebrations. However, when talking about other faiths their knowledge is less secure and highlighted the lack of opportunities to explore them. The emphasis is on Christianity to the detriment of other faiths but assemblies provide some input about other faiths.

65. Only one lesson was observed during the inspection; therefore no judgement can be made about the quality of teaching. In this lesson, pupils demonstrated an interest and respect for other religions as they learned about Jewish foods. A short video was used effectively to introduce the pupils to rules governing the Jewish diet.
66. The subject leader is enthusiastic, interested, and is keen to improve the subject. However, there has been limited opportunity to develop the role because it has not been a priority. The pupils visit Christian places of worship although there are no visits to those of other faiths. The school is aware of this and is trying to organise appropriate visits. There are regular visits from the local clergy who lead assemblies or talk to pupils about aspects of the church life. For example, pupils have joined in both a mock baptism and a wedding. Their understanding of Christianity is enhanced through these experiences.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. **Music** was not a focus of the inspection and insufficient evidence was collected to make judgements about standards, or the quality of teaching. In one lesson in Key Stage 1, the teaching was very good. The teacher's knowledge and enthusiasm motivated and inspired the pupils to give of their best. Consequently, the standard of singing and the ability to keep in time was above that expected for these pupils. A singing lesson was observed in Key Stage 2 and was of good quality. All pupils participated with enthusiasm, keeping in tune and articulating words clearly. Overall, standards in singing are average. No other elements of music were observed. There is good provision for learning orchestral instruments and for the pupils to develop their musical skills through performance, recorders and choir.
68. No lessons in **design and technology** were seen and the subject was not a focus of the inspection. In **art and design**, few lessons were seen in which judgements could be made. Around the school, and in the pupils' sketch books, there are examples of some very good work in art and design. The pupils have learned a number of techniques and about a number of famous artists and their work. For example, Year 4 pupils had a good knowledge of the artist Georgia O'Keefe, and worked very hard to replicate some of the artist's techniques. There were many links with other subjects. In another lesson in Year 1, the pupils were introduced to clay and quickly learned to use appropriate tools and to develop the texture of the surface of their vases. However, the sketch books suggest that skills, such as observational drawing are not developed consistently. In several lessons, visiting parents offered good help to the pupils.

Physical education

Provision is **satisfactory**, with several strengths.

Main strengths and weaknesses

- Pupils make good efforts and sometimes show good standards.
- The programme of study is well planned and implemented.
- Visiting specialists provide particular expertise and extra-curricular opportunities.

Commentary

69. The pupils were hard working and exerted good efforts in the lessons observed. This sometimes led to good standards. For example, in a very well taught dance lesson for

Year 4 pupils, the standards of movement were well above average because the visiting teacher was inspirational and taught well the detail of the movements typical in Kathak dances. Overall, standards are satisfactory in Years 1 and 2, and good in Year 4. The pupils achieve well. In lessons for pupils of Years 1 and 2, the teaching was enthusiastic and engaged the pupils well. The teaching demonstrated a good understanding of the key skills needed for the various parts of the programme of study.

70. The subject is well organised and training has been provided for teachers. Safety issues are highlighted in the guidance for teachers, although they are not always emphasised in lessons. Most of the required parts of the programme of study are included and the school is planning to re-introduce swimming. Teachers regularly review the pupils' attainment and record their progress. Resources have been improved since the last inspection and are now good. The subject is enriched by special events and collaborations with other schools. There are also a number of visiting specialists who provide expert tuition or extra-curricular activities, which enhance the pupils' experiences.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Provision in personal, social and health education is **satisfactory**. Too few lessons were seen to make overall judgements. There is a planned programme of lessons, and sometimes, these have good links with the pupils' learning in other subjects. For example, in a Year 1 lesson about safety on the way to school, the pupils used maps to show their route and the possible hazards. They knew what to do to stay safe. A visiting "Life Bus" showing aspects of the human body and life, is an example of how this subject is enriched helping the pupils to gain a good deal of awareness and to gain personal understanding and empathy. By Year 4, most pupils gain a good respect for others. This is supported by the work of the school council, the many responsibilities that pupils carry out, and the ethos of care promoted through all the school's work.

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	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	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	3
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	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).