

INSPECTION REPORT

PATTISHALL C.E. PRIMARY SCHOOL

Pattishall, Towcester

LEA area: Northamptonshire

Unique reference number: 121985

Headteacher: Mr. Brian Curtis

Lead inspector: Hugh Protherough

Dates of inspection: 1st – 3rd November 2004

Inspection number: 267483

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 160

School address: School Road
Pattishall
Towcester
Northamptonshire
Postcode: NN12 8NE

Telephone number: 01327 830301
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Appropriate authority: The governing body
Name of chair of governors: Mr David Hodges

Date of previous inspection: 23rd – 26th November 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school has 160 pupils on roll almost all of whom are of white British ethnic origin. The school serves its village and several neighbouring rural communities. The social and economic profile of the area is favourable. Virtually all of the children have had some pre-school experience, most attending the local village playgroup, though a minority come from other settings. Their levels of attainment on entry to the Reception class cover the full range, but are generally above average. The number of pupils with special educational needs (12%) is broadly average and there are no pupils with a statement of special educational needs.

A new headteacher was appointed in January 2004. The school is involved in the "National Leadership Strategy" and "The Children's Fund." It is also working towards a "Healthy Schools" award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8339	Hugh Protherough	Lead inspector	Mathematics; information and communication technology; art and design; design and technology; personal, social and health education
9003	Bryan Findley	Lay inspector	
21235	Marjorie Graham	Team inspector	English; religious education; geography; history; special educational needs
32274	Jane Haggitt	Team inspector	Foundation Stage; science; music; physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Taken overall, this is an effective school in which standards are above or well above average in the core subjects of English, mathematics and science. The quality of education offered continues to be good overall and pupils achieve well. Though the new headteacher provides good leadership, the quality of leadership and management overall is satisfactory. The school offers good value for money.

The school's main strengths and weaknesses are:

- In Years 1 to 6 the pupils achieve particularly well in reading, writing, speaking and listening
- The teaching in Years 1 to 6 is good and often very good in Year 6
- The quality and consistency of the Foundation Stage provision, while satisfactory, is not as good as in the rest of the school
- The headteacher recognises the school's strengths and knows what needs improving
- The leadership and management of the Foundation Stage, English and mathematics lack sufficient rigour
- The pupils are polite, hard working and well behaved
- There is good, well managed provision for the pupils with special educational needs (SEN)
- The school is well regarded by parents and pupils

The school has made satisfactory improvement since the last inspection. The high standards have, for the most part, been sustained and the new school improvement plan provides a good framework for future action. Recent developments to improve the teachers' assessments of the children are also starting to bear fruit. However, the effectiveness of several subject leaders remains unsatisfactory and the educational provision for the children in the Foundation Stage has not improved sufficiently.

STANDARDS ACHIEVED

Overall, the pupils achieve well. The children in the Foundation Stage are achieving satisfactorily. They have settled happily into the routines of school. Almost all children are on course to reach the expected goals by the end of their Reception Year and a large majority will exceed them. In Years 1 and 2, pupils of all abilities work hard and achieve well. By the end of Year 2 pupils attain standards in reading, writing and mathematics that are currently above average.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A	C
Mathematics	A	A	A	C
Science	A	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

For the past four years the results achieved by Year 6 pupils in the national tests have been consistently well above the national average in English, mathematics and science and compare at least satisfactorily with those of similar schools. However, in 2004 the provisional test results show that, although standards in English remain well above the national average and those in science were above average, standards in mathematics were below average and well below those of similar schools. This was due in part to the large proportion of pupils with special educational needs within this cohort and weaker performance than usual in some aspects of the mathematics tests. Inspection findings show that in the current Year 6 the pupils are achieving well and that standards in English are well above the national average and above average in mathematics and science. The quality of the pupils' work in art and design is good throughout Years 1 to 6.

Taken overall the **pupils' personal qualities, including their spiritual, moral, social and cultural development** are good. Their behaviour and attitude to work are very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The very good relationships and the teachers' high expectations of their pupils underpin the strong ethos for learning throughout the school. **The teaching is good in Years 1 to 6 and satisfactory in the Foundation Stage** where the pace and focus of learning is not consistent enough. In Years 1 – 6 the teachers have very good subject knowledge in English and plan lessons carefully so that individual needs are met and learning builds steadily in demand. Imaginative lessons with interesting cross-curricular links and often using new technologies frequently add depth to the pupils' understanding. Regular, well considered homework tasks also encourage the pupils' independent learning. In class, teachers question carefully to probe pupils' understanding and challenge them.

With the exception of the Foundation Stage, the school's curriculum is good and successfully enhanced by a broad range of educational visits and extra-curricular activities such as music and sport. The partnership with parents is also good. The strong educational and social links have a significant and positive impact upon the children's work and achievements. The introduction of new assessment systems is improving the monitoring of each child's academic progress.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. The governors have a clear vision for the school and, following the appointment of a new headteacher, are steadily and expanding their role and influence. The headteacher leads well and has made an accurate early evaluation of the school. However, the management of some core subjects and aspects lack the necessary rigour.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Taken overall, both pupils and parents express high levels of satisfaction with the work of the school, its friendly, caring ethos and the quality of education provided. A few parents would like

more curriculum information and are critical of the new-style reports on pupil progress. Inspectors found that regular, useful curriculum information is being provided through regular newsletters and meetings and that the new assessment arrangements are starting to provide further valuable information about pupils' progress.

IMPROVEMENTS NEEDED

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

- Continue to improve the quality and consistency of Foundation Stage provision
- Continue to increase the influence and effectiveness of subject leaders, especially in English, mathematics and the Foundation Stage

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In Years 1 - 6 children of all abilities are working hard and achieving well, especially in the acquisition of the skills of literacy and numeracy. Taken overall standards are above average. The pupils in the Foundation Stage achieve satisfactorily. Almost all are on course to meet the expected goals by the end of the Reception year and a good majority will exceed them.

Main strengths and weaknesses

- The standards of the pupils' speaking, listening, reading and writing are well above average
- Some of the children's work in art and design and design and technology is of a good standard
- Decisive action has been taken to reverse the recent fall in mathematics national test results

Commentary

1. The children in the Foundation Stage clearly feel comfortable in school and have settled happily into the carefully structured routines provided by the teachers. The children get on well with each other and generally share equipment or negotiate turn taking in a sensible fashion. These social skills are developing well because many of the children are confident speakers and listeners and the teachers encourage a good variety of independent choice each day. The provision for the children's physical and creative development has improved and their achievements are now satisfactory. However, taken overall the pupils' achievements are not as strong as elsewhere in the school because the quality of their learning experiences is not yet consistent enough.
2. Pupils in Years 1 and 2 are achieving well and building successfully on the sound start that they receive in the Foundation Stage. In recent years there has been significant variation in the results achieved by the Year 2 pupils in the national tests, with a downward trend in 2001 and 2002. The results of 2003 bounced back to the previous high levels of 2000 and this has been improved still further in 2004 with provisional results that show standards in reading and writing are well above the national and similar school average and those in mathematics are in the top 5% of all schools. The many higher attaining pupils were successfully extended during the year and many achieved standards that exceeded those expected of typical seven year olds.
3. Inspection findings, including an analysis of the pupils' past and current work, indicate that standards are currently above the national average in reading, writing and mathematics and that the children are on course to do even better as the year progresses. Pupils of all backgrounds and abilities are being suitably supported and challenged in their work.

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

Standards in:	School results	National results
reading	18.0 (16.9)	15.7 (15.8)

writing	15.9 (14.0)	14.6 (14.4)
mathematics	17.5 (18.0)	16.3 (16.5)

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

4. For the past four years the results achieved by Year 6 pupils in the national tests have been well above the national average in English, mathematics and science and have compared favourably with those of similar schools. However, in 2004 the provisional results show that there has been a downturn. Although standards in English remain well above the national average, those in science fell to above average and in mathematics they were below average. In comparison with pupils who achieved similar scores in their Year 2 tests in 2000 the results in English were well above average, but those in science were below average and in mathematics, well below average. The school has successfully identified some of the contributory factors behind this dip in performance. For instance, the Year 6 cohort had more than a third of pupils who joined the school after the Year 2 tests, including some children who arrived during Year 6. Although this figure is only slightly above the national average, it is significantly larger than usual for this school. The proportion of pupils with special educational needs was disproportionately high in this group and included several at the higher stages of need including one with a statement of special educational needs. Despite their below average starting point, the majority of these pupils achieved well. Even so, the headteacher is not complacent and with the numeracy co-ordinator has carried out a thorough analysis of the results in mathematics in order to find out what went wrong and how things can be improved next year. His findings indicate weaknesses in the pupils' performance in mental mathematics and problem solving. There are also concerns that annual target setting has been insufficiently rigorous. All these factors are currently being successfully addressed. The mathematics co-ordinator is benefiting from closer involvement with the senior management of the school by contributing to the implementation of the National Primary Strategy.

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

Standards in:	School results	National results
English	28.8 (29.8)	26.8 (27)
mathematics	28.8 (29.8)	26.8 (26.7)
science	31 (30.5)	28.6 (28.3)

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

5. The effective leadership of art and design and design and technology contributes strongly to the high profile of these subjects across the school and the good standard of the children's work.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are very good and have a positive impact on their achievement. Their attendance and punctuality are good. The school makes good provision for the pupils' personal development, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Throughout school the pupils are eager to learn and work hard in lessons
- Relationships between adults and pupils are very positive and strongly support the children's social and moral development

Commentary

6. The school is a friendly and welcoming community where pupils and adults work very well together. Attendance rates are well above the national average and pupils are punctual for lessons.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

7. The pupils' behaviour is very good and their attitudes to school are extremely positive. No pupil has been excluded. The children are keen to learn and relate very well to one another and to the adults in the school. The adults provide very good role models for the pupils, treating each individual with courtesy and care. For instance, many pupils arrive in class before the start of the school day and are welcomed by the adults who engage in friendly conversation about individual interests, hobbies or life at school. As a result, harmonious and productive working relationships are evident throughout the course of each school day. Adults explain carefully any rules or requests and the children respond positively because they understand the teachers' reasoning. The developing influence of the school council is accelerating still further the pupils' keen sense of their own value as true partners in school improvement. Lively and imaginative cross-curricular links between history, religious education, art and design, and design and technology are providing the pupils with an increasing appreciation of the wide range of cultures that contribute to the diversity of 21st century Britain.
8. Children who are new to the Reception class are enthusiastic and have almost all settled very quickly and confidently to school life. These children are supported well in their personal, social and emotional development. Pupils with special educational needs are also given effective and unobtrusive support.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school continues to be good. The very good relationships and the teachers' high expectations of their pupils underpin the strong ethos for learning throughout the school. The curriculum is successfully enhanced by a wide range of educational visits and extra-curricular activities such as music and sport.

Teaching and learning

Taken overall, the teaching and learning in the Foundation Stage are satisfactory. In Years 1 to 6 the teaching is good and pupils of all backgrounds and abilities are learning effectively. The quality of assessment is satisfactory and improving.

Main strengths and weaknesses

- Lessons are well planned and the purpose of learning is clear to the pupils
- Teachers question carefully to probe pupils' understanding and challenge them
- Teacher expertise is effectively deployed in Years 1 to 6
- The pace and focus of learning in the Foundation Stage is inconsistent
- Useful, relevant homework is set regularly and used well in lessons
- Interactive whiteboards (IWBs) and the use of new technologies are enhancing the quality of many lessons

Commentary

9. The overwhelming majority of lessons observed in Years 1 to 6 were of good quality. The teachers plan their lessons conscientiously and set out clearly what it is that the children are expected to learn. In most lessons it soon becomes evident how fresh challenges are going to build on the pupils' prior learning. For instance, in a Year 5 art and design lesson the pupils knew that their previous preliminary sketches were just the starting point for the development of a range of colouring techniques. The teachers' question carefully to check that the pupils remember key points from previous lessons and in the very best examples will frequently spend time probing the understanding of different groups by posing a succession of follow up questions. These features are particularly strong in the teaching of English where the teachers' good subject knowledge, high expectations and effective use of the national strategy framework all contribute to the brisk rate of the pupils' learning. Despite last year's fall in Year 6 results, inspection findings indicate that the teaching of mathematics is also mostly good. In the best lessons the mental warm-ups reflect the school's concern to improve this aspect of performance and in Year 4 the pupils responded positively to the progressively challenging numerical challenge that catered well for all abilities. Evidence of an increase of investigative activity is also apparent in displays about research into the implications of the ways that pupils travel to school.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6 (20%)	19 (63%)	5 (17%)			

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.

10. Current timetable arrangements make sensible and effective use of the expertise of the staff team and these are starting to address some of the issues identified within the school improvement plan. For instance, the headteacher now teaches mathematics to Year 6 and is successfully providing very good challenge to the many higher attaining pupils who are already starting to work beyond the expected levels, as well as strong support for the small, but significant minority of pupils who struggle to understand

mathematics. This arrangement releases the Year 6 teacher to deploy her considerable expertise in English to teach Year 5, whose teacher in turn uses her time away from class to manage the support for the pupils with special educational needs.

11. The teachers who share the Reception class work together closely to ensure that the programme for the children's learning is planned carefully and covers the necessary ground. The teaching is never less than satisfactory, and on the last day of the inspection was consistently good. The children are set a very brisk pace for learning so that no time is lost or wasted. During a formal physical development lesson the careful preparation of resources and the teacher's energetic participation meant that the children responded enthusiastically and exercised vigorously throughout. In the classroom the teacher identifies a clear focus for where she is going to work and the children she is going to assess. The classroom is well prepared so that group activities start promptly and the children, most of whom are confident individuals and capable of independent choice, are able to get on with their work without being sat on the carpet for too long waiting for instructions. As a result the children tend to achieve more during these sessions. In informal conversations with inspectors they often spoke knowledgeably about what they were doing and why. Similarly, the deployment of the classroom assistant was also more effective during these sessions. The co-ordinator for the Foundation Stage works with Year 1 children, close to the Reception classroom. She has a good oversight of the Reception class planning and provides encouragement and support for the two teachers involved. The next step is to analyse in greater depth the teaching of staff members to ensure that the quality of the children's learning experiences reflects the best practice throughout the week.
12. Assessment arrangements are satisfactory and improving. Over the past few months the staff has been developing new systems by which the teachers can record with the pupils and their parents the necessary steps in learning to achieve precisely recorded goals. Although these arrangements are still at a comparatively early stage of development and confined mostly to English and mathematics, the benefits are evident in the increasingly secure levels of challenge expected of pupils of different ability within each class. The teachers mark the children's work regularly and often provide constructive commentary that tells them how to improve. Regular, constructive homework tasks that relate clearly to work being undertaken in the classroom support the pupils learning well and are encouraging successfully the further development of the home/school educational partnership.
13. The recent investment in interactive whiteboards (IWBs) has raised the profile of new technologies within teaching across the school. Although still at an early stage of development, all of the teachers are working hard to explore the potential of this equipment and are employing it successfully in many lessons across the full breadth of the National Curriculum.

The curriculum

The school provides a good curriculum except in the Foundation Stage where it is satisfactory. It is effectively enriched by a good range of extra-curricular activities. The quality of accommodation and educational resources is satisfactory.

Main strengths and weaknesses

- Imaginative cross curricular links enhance the children's learning
- The support for the pupils with SEN is good

- The range of extra-curricular activities is good

Commentary

14. In Years 1 to 6 the curriculum is broad and balanced. The teachers make effective use of the guidance within the national strategies for teaching literacy and numeracy and encourage the pupils to apply their well developed skills across the full breadth of the National Curriculum and particularly in art and design, science, design and technology, history and geography. Taken overall the Foundation Stage curriculum for the pupils in the Reception class continues to be satisfactory. There has been a conscientious attempt to improve the quality of provision for the pupils' physical development through regular dance and movement in the hall. However, the outside area for the reception class too small and the current lack of an outside covered area restricts its use in wet weather.
15. There is further strength in the good range of extra-curricular activities that include opportunities for the pupils' sporting and cultural development. Good use is made of visits to local museums and places of interest such as the waste re-cycling centre, the Galleries of Justice Centre in Nottingham, and the National Space Centre. Regular opportunities for the Year 5 and 6 pupils to stay away from home enhance their personal development and frequently include valuable additional experience of working with new technologies. Visiting specialists such as local authority music teachers, religious leaders and the staff of the local community college all add interest to the curriculum and enrich the pupil's learning.
16. All the pupils are valued and the school makes significant efforts to ensure equality of access and opportunity. The pupils with special educational needs are supported well and the school has established effective relationships with outside experts. There is a whole school system for the early identification of those pupils who have special educational needs and individual education plans (IEPs) are prepared for them. The IEPs have clear targets and they are used in the planning of differentiated activities to meet the pupils' individual needs in lessons. The small steps in learning are realistic and achievable. The range of support is flexible with a balance of whole class teaching, small group work and individual attention to areas of difficulty. This good provision enables the pupils to make good progress and attain standards that reflect their individual targets.

Care, guidance and support

The arrangements for the health, safety, care and welfare of the pupils are satisfactory. Taken overall, the support, advice and guidance for pupils is satisfactory. The arrangements to involve the pupils in the work and development of the school are good.

Main strengths and weaknesses

- The teachers have good relationships with the children and offer good pastoral support
- The induction arrangements for pupils starting school are good
- New assessment and target setting arrangements are starting to improve the quality academic guidance offered to the pupils
- Child protection training is not yet complete for all staff

Commentary

17. All members of staff are committed to the care and well being of pupils. The quality of pastoral support is good because of the way that information is shared between teachers and learning support staff. Pupils are treated with politeness and respect so that relationships are strong and pupils feel they can place their trust in those who care for them. The arrangements for the welfare, health and safety of pupils are effective. The school is careful to ensure there is adequate first aid expertise during the day, first aid equipment is available at designated locations and accident records are properly maintained. However, child protection training is not up-to-date for some non-teaching members of staff.
18. Parents are pleased with the induction arrangements for settling pupils into school. Links with the local playgroup are good so that transition to the school is smooth. Parents are provided with information about how to support the way that youngsters learn and home visits prior to a pupil starting at school are made where asked for.
19. The school has introduced an increasingly effective school council that discusses school issues and has already brought about improvements in the school, such as in action to reduce litter. Pupils feel listened to and that their views are taken seriously. The council is still yet in its early days but pupil representatives show confidence and engage in sensible levels of discussion. Class councils are also held so that issues are discussed by all pupils. Council representatives visit Year 1 and reception class pupils to keep them informed about council business. Pupil representatives from Years 2 to 6 attended joint training with the teachers involved. Last year the council raised its own funds through a talent contest and was consulted over playground equipment planned for the village.
20. Academic guidance is improving because teachers' assessments are being used better to provide levels of work appropriate to different groups, such as higher attaining pupils, and effective support for lower attaining pupils and those with special educational needs so they are better able to keep pace with the curriculum. New PAL (prompt and learning) sheets are building into a useful target setting and recording package, especially in English and mathematics. This also improves the quality of information to parents.

Partnership with parents, other schools and the community

The links with parents, local community and other schools are good.

Main strengths and weaknesses

- Parents are extremely supportive of the school and their children's education
- There are effective links with the local playgroup and the local secondary school

Commentary

21. It is clear from discussions with parents and a survey of their views that parents think very highly of the school. This leads to willing support and contributes significantly to pupils' learning. There is regular evidence of parents involvement in their children's learning, for example, in the use of homework notebooks and items brought into school to support lessons, such as photographs to support work in art. Several parents are involved regularly in helping in the classroom and on visits, such as valuable help given in design

and technology and with pupils' work on computers. In turn, the school consults well with parents through questionnaire and in high levels of informal day-to-day contact.

22. Information to parents is generally good and the annual report of the governing body to parents is vastly improved since the last inspection. Reports on pupils' progress are satisfactory with detailed comments about what pupils can do and in their personal development. However, the quality of reports varies between teachers and there is not always enough information about how a pupil can improve or whether a pupil is making the progress they should. This is an area of concern for a few parents with some justification.
23. The school is well integrated into the community and uses facilities well to support lessons and assemblies in school. Links with the church remain strong with regular involvement of clergy, including services in the school to which parents are invited. Visits outside the school include a waste recycling centre and an environmental centre. Pupils are also active within the local community, such as their involvement in fetes of surrounding villages. The school provides facilities for community groups, such as the local guides.
24. The transition arrangements between the school and the secondary school are good because of a broad programme, which prepares pupils well for their next stage of education. There is good liaison between teachers and shared bridging work between the schools. The school benefits considerably from the language status of the secondary school and teachers visit to teach European languages and Japanese. There is also good liaison with the local playgroup and effective arrangements to settle pupils comfortably into their new environment.

LEADERSHIP AND MANAGEMENT

Taken overall, the leadership and management of the school are satisfactory. The governors articulate a clear vision for the school and offer good support and intelligent challenge. The headteacher leads well and is ably supported by his deputy. However, the subject management elsewhere in the school is variable and less effective, especially in the Foundation Stage and English, and requires improvement.

Main strengths and weaknesses

- The headteacher has made an accurate assessment of the school and is leading his staff team effectively
- Too many teachers are not yet carrying out their managerial responsibilities as subject coordinators with sufficient rigour
- The governors carry out their duties diligently
- The arrangements for the performance management of teachers do not focus sufficiently on pupils' performance

Commentary

25. The headteacher has made a good start and leads the school well. In the two terms that he has been in post he has conducted an accurate audit of the school's needs that are cogently outlined in the much improved school improvement plan. He has high

aspirations for the work of the school and a clear vision as to how he is going to bring this about. He is committed to working collaboratively with the entire school community, has consulted widely and, as a result, has quickly gained the confidence of governors, staff, pupils and parents. He is a highly capable and effective teacher and provides a good role model for his colleagues through his regular daily teaching commitments around the school. Through these activities he has identified a number of urgent priorities that will help the school sustain the high standards of recent years. For instance, the staff is now committed to the need to develop more systematic approaches to the assessment and tracking of the pupils' academic performance and to extending the role and influence of the subject leaders.

26. The current quality of subject leadership and management is unsatisfactory because it is too variable. There is some good practice in the support and influence offered in Special Educational Needs, art and design, design and technology, and information and communications technology. However, in the Foundation Stage, English and mathematics the co-ordinators currently have insufficient overview of teaching, learning and standards in their areas of responsibility. The headteacher has made sensible use of the support offered through the National Leadership Programme to involve both English and mathematics co-ordinators within the school's senior management team. This is a good first step to ensuring that an unexpected and sudden dip in results does not happen again as occurred this year in mathematics. The proposed sharper focus upon pupils' progress within the targets set as part of each teacher's performance management is a further important initiative.
27. The governors provide good support for the school and are steadily increasing their role and influence. They are well informed by the headteacher and have a good understanding of the current priorities agreed within the school improvement plan. Most governors are regular visitors to the school, meeting regularly with subject leaders or in some cases, providing support in classrooms. The governors carry out their statutory duties well.
28. The day-to-day management of the school is good. Administrative systems run smoothly and all members of staff have a clear understanding about the school's routines, which creates a well organised school in which pupils are happy to learn. The governors, headteacher and staff are committed to school improvement and to the necessary continuing professional development for all staff in whatever capacity.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	478,830
Total expenditure	404,663
Expenditure per pupil	2529

Balances (£)	
Balance from previous year	64,210
Balance carried forward to the next	74,166

29. In recent years the governors have amassed a considerable budget surplus that is appropriately earmarked for improvements to the fabric of the school, especially for the Foundation Stage and the creation of a new library, small teaching spaces for SEN, music and other uses. Taken overall they make prudent use of their budget and spending is linked closely to priorities in the school development plan.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. The overall attainment level of most children starting school in the Reception class is above average. Most children have attended the village playgroup or other local nurseries. They are confident and have above average verbal communication skills. The vast majority of children are on course to attain the expected targets in all six areas of learning by the end of the school year and a good majority will exceed them.
31. The Foundation staff provide a good induction programme for children starting school and the two Reception teachers provide a safe and secure introduction to children's school life. At the start of the school year they discuss with the Foundation Stage leader and the teaching assistant the information and records passed to them from the playgroup and nurseries, and enter relevant details into the children's individual Foundation Stage profile. These records show that the children continue to make generally steady progress in all six areas of learning.
32. The Foundation Stage leader is an effective teacher and well qualified for her role, but the fact that she is teaching in Year 1 reduces her effectiveness in improving further the quality of Foundation Stage provision. Inspection evidence indicates that the teaching is never less than satisfactory, but remains variable. The most successful teaching and learning occurs when there is a clear focus that is shared with the children and which builds clearly on their previous experiences. The teacher is swift to let the children move to purposeful activity rather than involving them sitting for extended periods when they become restless and distracted. The assessment and recording of children's progress is developing satisfactorily, the best examples provide good detail across all the areas of learning. Once again it is evident that some staff are beginning to make effective use of this information by the careful way that they incorporate this knowledge in planning more challenging activities to accelerate the learning of the many higher attaining pupils. However, this is not consistently the case.
33. It was not possible to make an overall judgement of provision or standards in **knowledge and understanding of the world**. However, there is satisfactory provision for ICT activities and children were seen using the interactive white board, tape recorders, listening centres and computers during the inspection.

Personal, social and emotional development.

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses.

- Relationships between staff, children and the home are good.
- Children achieve well in this area and co-operate successfully with each other.

Commentary

34. Children enjoy coming to school and are eager to learn. They have good personal and social skills on entry to school and are likely to achieve the Early Learning Goals by the end of Reception. Children are taught to be polite and kind to each other and to reflect on their feelings, actions and experiences. Adults have high expectations of behaviour and provide good role models. The pupils' levels of personal initiative are developing fastest when the classroom is ready for the children to self-register and start work, and the adults are on hand to steer the children to their first tasks of the day.

Communication, language and literacy.

The provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses.

- Early reading and writing skills are well taught
- Opportunities for informal role play are insufficient

Commentary

35. Early reading skills are effectively promoted and most children benefit from the support of parents in practising these skills at home. The majority of the children are already well on the way to achieving the expected goals and some of the most able are already working within the early stages of the National Curriculum. Even so, some literacy lessons in the Foundation stage are too long and, in particular, the lower attaining children find it hard to concentrate and become restless with prolonged periods of sitting and inactivity. Good progress is made when activities are matched to children's interest.
36. The evidence within the children's work books and folders shows that the teaching of knowledge of the sounds of letters is well matched to individual abilities and spans the range from those children who are just beginning to recognise initial letters through to those who can identify sounds and letters at the ends of words. Writing is being taught systematically and many children are showing increasing confidence in tracing and copying their names or recording simple statements in their own emergent writing.
37. The role play area is outside the classroom and, as a result, not automatically used by children as part of their learning. Chances for children to practise and extend their reading, writing and communication skills through imaginative play are not consistently developed. However, where it is planned into their learning, it is used creatively and imaginatively. For instance, when adults encourage dressing up with masks to re-tell traditional stories, and, for role play with puppets to create spontaneous opportunities for speaking and listening; some children being the audience and others performing.

Mathematical development

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses.

- Resources for teaching and developing numeracy skills are good

- Opportunities to exploit mathematical learning through play are not consistently developed

Commentary

38. The interactive whiteboard (IWB) is used well to enhance the teaching of numeracy and motivate children to count, recognise numerals and compare them for ordering. Children work well under teacher direction and also have the freedom to use the board for independent mathematical learning of number and simple calculations, such as counting on. The overwhelming majority of pupils are working successfully towards the expected goals and a good number of higher attaining pupils will exceed them. Opportunities for developing mathematical understanding through play using sand and water, construction kits and small world toys are missed as, despite the good levels of resources, the planning is not always clearly focused, and resources are not always sufficiently structured so that pupils learn to use and apply their developing mathematical skills.

Physical development

The provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children are confident in physical skills
- Children have regular opportunities to practise body control and co-ordinate their movements with daily physical education lessons
- Outdoor accommodation is small, has limited resources and does not provide for all weather access

Commentary

39. Children are becoming confident and well co-ordinated in their use of tools such as scissors, pencils and crayons. They are making good progress towards the early learning goals and are on course to achieve them by the end of the Reception year. Teaching and learning is satisfactory overall, but the element of challenge to extend children's learning is not consistently evident. Outdoors children move around the playground freely without knocking into each other. They enthusiastically and skilfully manoeuvre tricycles whilst engaged in independent play, and chalk large markings on the ground and wall board. Most of these outdoor sessions are useful and recreational but the pace of learning could be faster with focussed adult support. At the moment the adults are not always planning ways that they can intervene in the children's play in order to question, challenge and drive forward the children's learning. However, in a good, whole class movement lesson in the school hall the teacher's thorough preparation and effective involvement led to the children making rapid gains in their understanding of space awareness and related positional language such as in front of, behind and over.

Creative development

The provision for creative development is **satisfactory**.

Main strengths and weaknesses

- A good range of artistic materials is provided, but is not always available to the children
- Role play and puppets stimulate the children's imagination

Commentary

40. The children have satisfactory opportunities to paint, print, cut out, create collage and to draw in directed and free choice activities with a good selection of equipment and resources. They are competent with these skills and the vast majority are on course to reach the targets expected by the beginning of Year 1. However, within the Reception classroom there is currently no permanent, designated creative area equipped with a range of art and craft materials and tools that the children can turn to independently in response to their learning in other areas of the curriculum. There are similar weaknesses in the accessibility of instruments, although music sessions do capture the children's interest and develop their musical abilities.
41. Opportunities for imaginative play are restricted as the role play area, art area and small world areas are outside the classroom. However, a few opportunities for role play are planned for in activities linked to other areas of learning such as communication, language and literacy. For example, when the teacher focused and supported the role play using puppets, the creative outcomes inspired some very lively and entertaining engagement that provided challenging opportunities for speaking and listening and co-operative play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards are above the national average by the end of Year 2 and well above average by the end of Year 6
- Pupils of all abilities achieve well.
- Teaching is very good
- Pupils use their literacy skills well in other subjects
- The management of the subject is poor

Commentary

42. Standards in speaking and listening are above average by the end of Year 2 and well above average in Year 6. The majority of the Year 6 pupils have well-developed speaking skills and use interesting language with complex sentences. The pupils think carefully when they answer questions, explain their point of view and justify their answers and opinions in a mature way. This was evident in a very good Year 4 lesson where the pupils were refining the scripts they had created for radio plays. They worked co-operatively in analysing their own work and the techniques they could employ to stimulate the listeners' interest. The evaluation of the work of their classmates was thoughtful and sensitive and the suggestions accepted as positive encouragement to improve the writing.

43. Standards in reading are above average by the end of Year 2 and well above average in Year 6. The reception children are introduced to a structured reading programme supported by the systematic teaching of phonic skills. By the end of Year 2, most pupils read accurately with increasing fluency and all enjoy books and stories. By the end of Year 6, the pupils are independent and enthusiastic readers who explain why certain books appeal to them. They use books and computer programs for research and to support their work in other subjects such as geography, history, science and religious education. Through the younger pupils' home-school books and the older pupils' book reviews, the teachers and the parents are provided with information about progress, suggestions about how the children can be supported with any difficulties and with guidance for the next stage.
44. The National Literacy Strategy has influenced the organisation of lessons and is having a positive impact on the development of the pupils' knowledge of grammatical structures and the processes of writing in different styles for different purposes. By the end of Year 2 standards in writing and spelling are above average. The pupils develop their ideas into a sequence of punctuated sentences and begin to use connecting words effectively to join ideas and to create sustained writing. By Year 6 standards in writing are well above average and the pupils organise their writing very well and edit it to clarify their thoughts. They write narrative, arguments, factual pieces and poetry. There is ample evidence that the pupils are given a wide range of opportunities to use their writing skills in other subjects.
45. Throughout the school pupils with special educational needs make good progress and attain standards that reflect their individual targets. These pupils benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The school has used effectively the National Literacy Strategy intervention programmes such as the Early and Further Literacy Support materials and methods.
46. The pupils have positive attitudes to their learning and they enjoy their lessons. They are very well behaved and try to do their best at all times. During discussions, they are attentive, make relevant contributions and respect the ideas and opinions of others. They are clear about the teachers' high expectations of their work and their behaviour. The subject makes a good contribution to their spiritual, moral, social and cultural development as they begin to understand the power of words to create moods and atmosphere, to pose questions, create arguments and encourage empathy.
47. The teaching is very good because all the members of staff have a good knowledge and clear understanding of the subject. The work is planned carefully and the teachers explain clearly what they want the pupils to learn. The lessons are organised well, presented imaginatively and the work is stimulating and suitably challenging for all ability levels. The teachers use their questioning skills effectively to establish the pupils' understanding and then use the answers effectively to support and extend the learning. At the end of lessons the pupils are usually given opportunities to discuss what they have been doing but opportunities are occasionally missed to involve them in discussing their learning.
48. The very good provision is due to the efforts, expertise and enthusiasm of individual teachers. The teachers make great efforts to know the pupils well and gather information about their strengths and weaknesses. This knowledge of what the pupils know, understand and can do is then used to ensure that pupils of all abilities are challenged

and supported appropriately and is increasingly being used effectively to inform individual targets within the new PAL (Prompt and Learning sheets) assessment system. The teachers ensure that the targets for reading and writing reflect what is needed to help individual pupils to improve or give guidance about the next steps in learning. The pupils are being increasingly involved in the evaluation of their own work. However, the management of the subject is currently weak because the subject leader does not have a clear and well evidenced picture of either standards or the quality of education being provided across the school.

49. The school's resources are satisfactory, with a suitable collection of reading scheme and other fiction books. There is satisfactory range of reference books but the size and location of the library restricts the pupils' opportunities for independent research or browsing. Throughout the school, the pupils make good use of ICT for research and by word processing to enhance their written work.

Language and literacy across the curriculum

50. The pupils use their literacy skills well to support work in other subjects. Their skills in speaking and listening are used across the curriculum in support of discussions in class sessions and in groups for subjects such as mathematics and science. Pupils are encouraged to retrieve and collate information from a range of sources to support history and geography topics and their writing skills are developed well in most of the subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are securely above average
- Teaching is good and increasingly well matched to individual abilities
- A minority of plenary sessions are ineffective
- Subject management is unsatisfactory but improving steadily

Commentary

51. Following the sharp decline in the Year 6 results of 2004, a key focus for the inspection was to establish the reasons for this and whether there are any particular weaknesses in the teaching of mathematics that require improvement. However, the analysis of the pupils' work and observation of several mathematics lessons confirmed that mathematics provision is on a firm footing and the pupils achieve well.
52. The new headteacher arrived in January during the first year that a new and inexperienced subject leader had taken responsibility for mathematics. School targets were out of date and had not been re-visited to take account of new pupils in Year 6 and the increased proportion with special educational needs. The systems for checking and assessing the children's work across the school, or for finding out what is happening in classrooms have lacked rigour. However, the headteacher and subject leader are now working closely together. Their analysis of the test results provides a clear diagnosis of

what went wrong and staff are working effectively to improve further the teaching of mental mathematics, although there is currently less evidence of work on problem solving. The involvement of the subject leader on the senior management team and their collective work as part of the National Leadership Strategy are contributing to a steadily improving oversight of the subject across the school.

53. The teachers plan their lessons carefully and take good care to ensure that links are made with previous learning. A sharp focus on mental calculation is evident in most lessons and was particularly effective in Year 4 when the teacher set a short, timed challenge that grew steadily in difficulty. The ensuing discussion revealed that most pupils have a good range of strategies by which they can calculate missing numbers and that many higher attaining pupils are swift to spot patterns within their calculations that can be applied elsewhere. Those with special educational needs were sensitively supported and the teacher made sure that these pupils were able to contribute when the class checked the simpler calculations.
54. Effective plenary sessions that re-enforce key learning from within the lesson and set the scene for future work were observed in Years 2 and 6 where the teachers skilfully brought the lesson to a close. On both occasions this included the setting of relevant, related homework tasks. However, in Years 4 and 5 the plenary was less focussed and did little to extend or consolidate what had gone on previously.
55. The pupils' exercise books reveal that recent developments in assessment are starting to bear fruit. Work is increasingly matched well to the different abilities of the pupils and most teachers are insisting that the pupils present their work neatly. The teachers mark conscientiously and many exercise books contain a helpful written commentary that celebrates good work as well as pointing out how other features can be improved.

Mathematics across the curriculum

56. Mathematics is used appropriately in other areas of the curriculum. For example in Year 6, bar graphs and pie charts have been used in mathematics as part of their investigation into traffic, and in Year 5 Excel spreadsheets to assist in calculations about water usage. The recent Year 4 science work on body proportions has enabled pupils to practise their skills of linear measurement. Throughout the school the pupils' work in design and technology frequently encourages careful calculation and measurement as a part of the design stage.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching
- Planning and assessment are consistent across year groups
- Good resources and equipment are well used by staff and pupils
- The subject is effectively led and managed

Commentary

57. The leadership and management of science are good. The subject leader is developing a sensible programme of monitoring that includes lesson observations, analysis of the pupils' work and the school's test and assessment data. Her findings are well considered and shared with the staff; for instance, recent feedback was provided to the Year 6 teacher to support her planning. The subject leader has good subject knowledge, is supportive to other staff and has good links with the community college science department.
58. On the basis of the two lessons observed and the analysis of the children's work, the teaching of science is good. The teachers' planning clearly identifies learning outcomes which are shared with pupils, enabling them to have a clear focus on what they are about to learn. Lessons are well managed and include practical investigations which enable pupils to select their own equipment, make predictions and explore their own ideas. The pupils collaborate sensibly and work safely with the good range of resources provided. They measure and observe accurately and successfully draw their own conclusions. In Years 2 and 6 they achieve levels of scientific enquiry that are above average for their age.
59. In the lessons observed, the teachers skilfully managed pupils through a series of activities, ensuring their successes by offering clues to next steps. This strategy secured the pupils' interest and maintained their focus. Teachers challenged the pupils thinking at all levels, highlighted the expectation of good collaboration and structured the recording to emphasise the need to take frequent rough notes or make quick diagrams of observations and findings. There were high expectations of pupils' ability to work out for themselves a suitable response to the tasks set. Pupils achieved well and were able to express their findings about testing electrical circuits in a clear and logical way in Year 4. They used appropriate scientific vocabulary such as *circuits*, *volts*, *fuses*, *connectors* and *sources* and were able to suggest how they could design and create more challenging circuits with switches and other improvements. In a lesson about the classification of materials in Year 2, pupils quickly organised themselves and were discussing the appearance and feel of the material they were investigating in a thoughtful way. For example, a pupil examining aluminium foil said; "This paper is shiny but it looks like metal," and when holding a small piece of red aggregate; "...it's hard like stone but I think it's a brick." In this lesson teaching was particularly enhanced with the use of ICT and the IWB to deliver parts of the learning. This added another dimension of linking the science in class with experiences from the worlds of industry, leisure and entertainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Subject leadership is strong and well informed
- Approaches to teaching make best use of the available resources
- Pupils of all abilities are achieving soundly

Commentary

60. The school is making significant and wise investment in ICT under the guidance of the headteacher, who is also the subject leader. The recent installation of interactive whiteboards (IWBs) in every classroom has not only helped raise the profile of new technologies across the school, but it has also been an invaluable piece of career development for all of the staff team. The headteacher's experience, strong subject knowledge and enthusiasm have motivated the staff. As a result there is a collective desire to make the most of this new equipment, to explore its potential and the range of associated software that supports their good teaching.
61. The teaching of ICT is now, in some ways, far easier to manage. The teachers are increasingly accomplished in introducing new programs, skills and techniques to the whole class via the IWB. These are then practised and refined within the small computer suite in groups. This works well because the teaching assistant who acts also as the ICT technician is skilled and knowledgeable and provides effective, unobtrusive support for the pupils. However, the weakness of these arrangements is that the pupils are seldom able to incorporate independently the use of ICT within the classroom, for instance to carry out a web search for information or to devise a spreadsheet to support work in mathematics. Even so, despite these restrictions the quality of teaching is good.
62. The vast majority of the pupils are keen and enthusiastic computer users who have access to similar technology at home. Conversations with a cross section of children reveal that by Year 6 most have a secure grasp of the sorts of work expected of eleven-year-olds and a few are exceeding this. The pupils speak informatively about their use of the World Wide Web, data handling and the ways that computers can be programmed to control or monitor external events such as temperature change. Although the analysis of the pupils' work shows that they are achieving soundly, these pupils are also keenly aware that the current deployment of computers limits the extent to which they can incorporate their use in other work.

Information and communication technology across the curriculum

63. The recent improvements in provision have resulted in the school making satisfactory use of ICT across the curriculum. The children in Year 2 make effective use of the BBC website to complete a quiz that checks their knowledge of Florence Nightingale. Older pupils in Year 6 are employing programs such as Excel to create spreadsheets or to sort and present data in different ways. In Year 4 the teacher has made imaginative use of the school's digital camera and the editing of the resultant images as part of the children's

literacy work about dreams. However, these illustrations are examples of the initiative of individual teachers and as yet there is no agreed, coherent programme that sets out where and when ICT will be deployed within the other subjects of the National Curriculum.

HUMANITIES

No **geography** lessons and only one **history** were seen, so it is not possible to evaluate the quality of the provision. Evidence was gathered from talking to the pupils and the teachers and looking at the plans and the work. This analysis indicates that the teaching of both history and geography meets the requirements of the National Curriculum, with the pupils in Years 2 and 6 making satisfactory progress and achieving standards broadly in line with those expected nationally. The pupils' experiences are enriched by a good programme of day and residential visits to places of historical and geographical interest. Pupils have used their very good writing skills in accounts of historical events such as political and domestic life in Tudor times. In geography Year 1 and 2 pupils have evidently enjoyed learning about the features of the local area.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have opportunities to reflect upon their own beliefs and ideas
- Pupils are beginning to develop an understanding of Christianity and some of the other major world faiths.

Commentary

64. The pupils are acquiring a sound knowledge of Christianity and other major religions as they learn about traditions, beliefs and practices. They are developing an understanding that religious faith is important to many people and that their beliefs, values and practices have an impact on their lives and on their communities. The pupils are encouraged to reflect and develop their own responses to issues and dilemmas and this supports their spiritual, moral, social and cultural development.
65. The school's long-term curriculum plan is based on guidance from the Northamptonshire Syllabus for Religious Education. The scrutiny of work and informal discussions with pupils indicate that standards are broadly in line with the requirements of the syllabus. The Year 5 pupils are developing a good working knowledge of the Bible and the different types of content within it. The Year 6 pupils are learning about Hinduism and have started to apply some of their knowledge of approaches to prayer by incorporating these value in their designs for prayer sandals in design and technology.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. It was only possible to observe a limited amount of teaching in each of music, design and technology and physical education. The displays and records of the pupils' previous work confirm that the quality of work in **design and technology** is frequently of a good standard. In Year 6 the pupils are researching a variety of interesting subjects such as footwear design through visits to museums, on the Internet and in relation to other subjects such as religious education. They synthesise this information skilfully to create detailed, labelled designs. In the past the pupils have deigned and made their own purses and analysis of this work shows that the quality of construction and finish is often of a very good quality. Classroom teaching is effectively supported by parent helpers, one of whom has a particular interest in the subject. The headteacher also has a passion for the subject and has start a "Disassemblers' Club" that meets once a week to investigate the construction of machines and artefacts.
67. In **music**, the teachers make sound use of a publisher's music scheme and successfully incorporate new technology effectively when considering video clips related to themes such as the body movements of Indian dancers. During worship the pupils sing harmoniously and a good number of pupils benefit from instrumental tuition provided by the local authority peripatetic music service.
68. Despite the small size of the school hall, the teachers ensure that the pupils receive regular opportunities to exercise vigorously, dance and develop gymnastic ability in **physical education**. In a Year 1 dance lesson the pupils responded well to the descriptive language of the teacher and showed good control of body movements. Most of the pupils were able to capture the atmosphere of 'foggy weather', and listened well to the extracts of music. They moved creatively using varying speed and direction to make a progression of several movements linked to create a sequence. Towards the end of the lesson the teacher made good use of calming music so that the pupils were able to recognise its effects as their bodies slowed down. Many older pupils appreciate the opportunities to attend sports clubs and receive coaching outside the school day. A good number take part in competitive events with other schools.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The pupils achieve well and produce work of a good standard
- The subject leader is influential and provides useful guidance and support for the staff
- Interesting cross curricular links help re-enforce the pupils' learning

Commentary

69. The school has a strong tradition of developing the artistic skills of its pupils reflected in the attractive displays of their work in classrooms, public spaces and the headteacher's office, Annual events, such as the summer term Arts week, promote effective cross curricular work and encourage the pupils' creativity. At the end of the summer term 2004, the school was full of a wide range of artistic endeavour that incorporated, painting,

different types of printing, three-dimensional work, collage and a host of other techniques, most of which were linked thematically to the period of history studied in each class. Taken overall, the exhibition of the final products showed that pupils of all abilities achieve well and by Year 6 produce work of a standard that frequently exceeds the expected levels.

70. During the course of the inspection the teachers observed taught art well, and in some cases acknowledged to the inspectors that this was in no small part due to the help and guidance provided by the subject leader who frequently checks plans and suggests ideas as to how skills and techniques can be systematically developed. One of the key reasons why teachers are working successfully is that they treat the pupils like artists. Resources are good and well cared for. Year 5 pupils were able to explain to the inspector why they had been using pencils of different degrees of softness to create particular effects in their still-life sketches. A further strength is that pupils recognise that “work in progress” is crucial to artistic success. The concept that each art lesson must result in a piece of finished work is alien. Thus the Year 5 sketches formed a springboard for further experiments in colour with water colour and “brusho-dye”, while the Year 6 pupils who had been studying Van Gogh’s landscapes brought in their own photographs as a stimulus for collage. The depth of previous teaching and the pupils’ personal responses were evident within many of the informal conversations with inspectors. One pupil was observed painstakingly tearing tiny strips of different coloured tissue paper with great concentration; “I want to create a streaky sky, not just a mass of blue.”
71. A further positive aspect of work in art and design is the way that some teachers are now attempting to encourage the children to incorporate new technologies such as digital images within their work. For instance, the Year 4 self-portraits that blend the facial features of two or more children to create “new” faces, and the electronic modification of some atmospheric digital photographs as part of wider creative work on *Dreams* are examples of extremely effective cross curricular activity.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Few specific lessons in **personal, social, health education** (PSHE) were observed during the inspection. However, the evidence gathered and evaluated throughout the report indicates that PSHE is satisfactorily covered within the school’s curriculum. It links well with the religious education curriculum. An examination of the teachers’ planning and discussions with staff and pupils show that pupils have good opportunities to develop knowledge and skills to support them in making decisions about issues that affect their lives.

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	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	5

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

