

INSPECTION REPORT

BOSBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Bosbury, Ledbury

LEA area: Herefordshire

Unique reference number: 116785

Acting Headteacher: Mrs M Millar

Lead inspector: Mr R P Bamber

Dates of inspection: 18 – 20 October 2004

Inspection number: 270714

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: 117

School address: Bosbury
Ledbury
Herefordshire
Postcode: HR8 1PX

Telephone number: 01531 640276
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Appropriate authority: The Governing Body
Name of chair of Robert Manning
governors:
Date of previous 22 February 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average Church of England voluntary controlled village primary school with 117 pupils on roll. Around 60 per cent of pupils come from outside the school's immediate catchment area and from a wide range of backgrounds. They are taught in three mixed age and two single age classes. Children enter the reception class with standards that are broadly average for the local education authority. An average proportion of pupils has a special educational need, with around the normal percentage having a statement. No pupil has any other language other than English as their mother tongue and pupils are predominantly of white British heritage and a small number of Traveller children. Overall, the mobility of pupils is average. The school is in receipt of a football association

Standards Award in recognition of its good record in coaching football skills. During the current term the school has no substantive headteacher in post.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15064	Mr Paul Bamber	Lead inspector	Mathematics Geography History Physical education Special education needs English as an additional language Religious education
1329	Mr Kevern Oliver	Lay inspector	
17907	Mr Mike Bowyers	Team inspector	Science Information and communication technology Art and design
30362	Mrs Jacqui Henshaw	Team inspector	Areas of learning in the Foundation Stage English Design technology Music

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's overall effectiveness is **satisfactory** and it offers **satisfactory** value for money. Standards achieved are satisfactory overall, with above expected standards in English and religious education. The quality of education is good overall. Teaching, learning and assessment are satisfactory. There is a well-enriched curriculum and very good quality care provided. Leadership, management and governance are **satisfactory**.

The school's main strengths and weaknesses are:

- Pupils achieve well in the Year 5/ 6 class as a result of very good teaching.
- Standards in English and religious education are above expectations throughout the school.
- Pupils have positive attitudes and behave well as a result of their good personal development.
- More-able pupils in Year 2 do not always achieve as well as they might.
- Teachers in Years 3 to 6 use information and communication technology (ICT) well to hold pupils' interest and to help them learn.
- There is a rich curriculum, which provides pupils with a wide range of activities, especially in the arts.
- There are weaknesses in the school's evaluation of its own performance.
- Parents are very happy with the school's positive ethos and the high quality of care their children receive.
- Attendance is unsatisfactory.

Improvement since the last inspection has been satisfactory. Provision in design and technology is now much better. Assessment procedures have continued to improve. There are improved resources for physical education, but the school hall is still rather small to allow the full range of gymnastics activities in Years 5 and 6. Many more opportunities are provided for pupils to experience and learn about artists and musicians of different cultures. The system to manage the school's performance is now satisfactory. Since the last inspection, the curriculum has improved, particularly in the further development of educational visits, links with a secondary school and extra-curricular activities. These innovations have enriched the curriculum considerably.

STANDARDS ACHIEVED

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

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

Comparisons with other schools are very unreliable because of the small numbers of pupils in each year group. The performance of each pupil disproportionately skews average

attainment and thus does not reliably reflect the quality of teaching and learning in any one year. However, the trend over the last few years in Year 2 indicates some underachievement by the more-able pupils. Inspection evidence confirms this.

Pupils' achievement is **satisfactory** overall. In reception and in Years 1 to 3 it is satisfactory. In Years 4 to 6 it is good. Children generally enter the school with expected standards and make satisfactory progress. This enables the majority of children to reach and some to exceed, the targets set for them by the time they enter Year 1. Pupils with learning difficulties and Traveller children achieve well as a result of effective teaching programmes and well targeted support.

Currently standards are above expectations in English and religious education throughout the school. Recent good improvement in reading and writing standards in Year 2 have resulted from effective action based on rigorous assessment. In Year 2, standards are in line with expectations in all other subjects in which it was possible to make a judgement. In Year 6, standards are in line with expectations in mathematics and science. They are above expectations in ICT and music. In those other subjects in which it was possible to make a judgement, standards are as expected.

Pupils' attitudes and behaviour are **good**. Their personal development, including their social, moral, spiritual and cultural development is also good. Although pupils are generally punctual, attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. Overall, the quality of teaching, learning and assessment is satisfactory, but with some very good teaching in the Year 5/ 6 class. The curriculum meets pupils' needs well and the school offers a very good range of enriching experiences, especially in the arts, to which the pupils respond well. The quality of care is very good. Pupils are well supported in their academic and personal development. There is a very effective partnership with parents, very good links with the community and good contacts with other schools and colleges, which all contribute well to pupils' learning and development.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is currently **satisfactory**. The acting headteacher is effectively managing the day-to-day running of the school with good support from other key staff and governors. The provision for pupils with special educational needs is well led and managed. The management of the foundation stage is good. There are relative weaknesses in the school's evaluation of its own performance. Governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school, being particularly complimentary about its positive Christian ethos and the high quality of care provided for their children. Pupils, in discussion, also cited the friendliness of the staff and the wide range of interesting activities, in and out of school, as features they particularly valued.

IMPROVEMENTS NEEDED

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

- Challenge more-able pupils in Year 2 so that they all consistently achieve well.
- For the school to more rigorously evaluate its own performance and provision.
- To ensure that attendance improves to at least the national average.

And, to meet statutory requirements:

- Ensure that all required information is provided in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Attainment in English, information and communication technology (ICT), music and religious education is above average in Year 6. Overall, standards and achievement in Years 1 and 2 are satisfactory. Achievement is higher in Years 4, 5 and 6. Some more-able pupils do not always achieve as well as they might.

Main strengths and weaknesses

- Pupils in Years 4, 5 and 6 achieve well as a result of good teaching.
- Standards are above expectations and pupils achieve well in religious education throughout the school.
- More-able pupils in Years 1 and 2 do not always achieve well enough.
- Overall, pupils with learning difficulties and Traveller children make good progress.

Commentary

1. On average, children enter the reception class with the capabilities expected of them at that age. They make satisfactory progress in all areas of the learning and a majority enter Year 1 having met or exceeded the targets set for them.

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

Standards in:	School results	National results
reading	15.4 (14.1)	15.8 (15.7)
writing	15.4 (14.3)	14.6 (14.6)
mathematics	15.3 (15.5)	16.2 (16.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows that standards in writing in 2004 showed a good improvement on those achieved in the previous year and much better results than those achieved by other schools. It also shows some relative underachievement in mathematics, which was caused by a lower than average proportion of pupils attaining at the higher Level 3.
3. A trend from 2000 to 2003 was for pupils to achieve below average standards in writing. The school has analysed why this is so and put in place successful measures to improve pupils' performance. As a result, the 2004 national test results were much better in writing and standards are currently above those expected. There is evidence, however, from both recent test results, from observing lessons and analysing pupils' work, that more-able pupils do not always achieve as well as they might in mathematics and science.
4. Currently, standards in Year 2 are above expectations in reading, writing, speaking and listening and in religious education. Standards are in line with expectations in all other

subjects in which it was possible to make a judgement. Achievement in Years 1 and 2 is satisfactory overall.

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

Standards in:	School results	National results
English	27.3 (27.5)	26.9 (26.8)
mathematics	29.7 (25.5)	27.0 (26.8)
science	30.7 (28.0)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year

5. As with Year 2, the small number of pupils in the year groups, make comparisons with other schools unreliable. The present very good quality of teaching for Year 6 pupils promotes good overall achievement amongst all pupils. Targets for pupils' achievements in the 2005 Year 6 national tests in English and mathematics are realistic and inspection evidence indicates that pupils are currently in line to achieve those targets.
6. Currently Year 6 standards are above expectations in English, religious education, music and ICT. They are in line with the national expectation in all other subjects in which it was possible to make a judgement.
7. The good quality of teaching in the Year 4/ 5 class promotes good achievement in English, religious education, music and ICT. In the Year 5/ 6 class pupils achieve well overall and very well in English and music as a result of very good or excellent teaching. The achievements of pupils in Years 1,2 and 3 are satisfactory and in English, in Year 2, good. However, more-able pupils in Year 2 do not consistently achieve as well as they might.
8. Pupils with learning difficulties and most Traveller children, achieve well. Effective strategies to support these pupils ensure that they make good progress towards the targets set for them and that they improve their attainment well. A small minority of those pupils, who are identified as needing specific support, because they find difficulty behaving sensibly or concentrating well, do not always make satisfactory progress. Despite effective support to enable them to conform to acceptable standards of behaviour, class teachers and teaching assistants sometimes find it difficult to ensure that these pupils sustain concentration long enough to fully complete the tasks set for them. These pupils do least well in the afternoons when they are often unsupported by any other adult other than the class teacher. Where Traveller children have lengthy periods of absence from school, their achievements are inevitably compromised. Those who attend on a regular basis achieve well, some being amongst the highest attainers in their year group.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to their school are **good**. Punctuality is **satisfactory** but attendance is **unsatisfactory**. Pupils' personal, social, moral, spiritual and cultural development is **good** overall.

Main strengths and weaknesses

- Attendance is unacceptably below the current national standards.
- Pupils of all ages have positive attitudes to their school.
- The majority of pupils behave well and are keen to learn and get on with their work.
- Pupils have a strong sense of community. They enjoy responsibility and happily contribute to all aspects of school life.
- The school provides good opportunities for pupils to learn about their own and other cultures.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.2	School data	0.3
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.

9. Attendance is judged to be unsatisfactory. Basic systems for monitoring attendance and punctuality are in place, but the school does now accept that it needs to take further action to improve the situation. Most absence is due to either seasonal illnesses or families taking holidays during term time. There have been no exclusions.
10. Pupils like their school and they get on well with each other and all of the adults who are helping them to learn and grow up. They are friendly and make visitors to their school feel very welcome. The school is pro-active in ensuring that pupils respect each other's different backgrounds. It has an effective racial policy that ensures tolerance and understanding between pupils of different ethnic cultures. The majority of pupils are well-behaved in class and as a result, most lessons run smoothly. In one or two lessons observed, the pupils who find conforming to class rules more difficult did not concentrate well. Lunch and playtimes are happy occasions with many pupils involved in a wide range of ball, running and chasing games. Some pupils make good use of the quieter areas of the school's grounds to sit and chat with each other and their supervisors. Parents are confident that bullying is rare at Bosbury and inspectors neither saw nor heard of any instances of it during their time in the school.
11. Pupils thrive on responsibility. They all help their teachers to organise classrooms and "duty rotas" are the norm. Older pupils help in assemblies and help clear up the hall after lunch. They organise games, keep an eye on things in the playground and help younger ones with reading practice.

12. Provision for pupils' personal, spiritual, moral, social and cultural education is good. Their cultural development is enhanced well by pupils' involvement in a wide range of local cultural events, whilst special occasions such as *Africa week* provide good opportunities for pupils to learn about other societies and cultures. Most children in the reception class are in line to achieve the targets set for them in their personal, social and emotional development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. While teaching and learning are satisfactory the curriculum is well planned and considerably enriched. The quality of care is very good and there are very good links with parents. The school works very effectively with the local community and well with other schools. It provides good support and guidance for the pupils.

Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is satisfactory.

Main strengths and weaknesses

- The quality of teaching in the Year 5/ 6 class is very good.
- In Year 2, more-able children are not always provided with challenging enough tasks.
- Religious education is taught well throughout the school.
- Teachers in Years 3 to 6 use ICT well to hold pupils' interest and to explain ideas clearly.
- Teaching assistants contribute well to pupils' learning.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	5	5	11	0	0	0

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

13. The high quality of teaching in the Year 5/ 6 class enables pupils to achieve well or very well. Of the seven excellent or very good lessons observed, six occurred in this class. Teaching is pacy, exciting and very well focused on achieving well-planned, appropriate objectives. Expectations of pupils' commitment, attainment and independence are very high, to which pupils' respond enthusiastically, trying their best to improve and to complete challenging tasks. Examples of excellent teaching in music and design and technology lessons were observed in this class, which promoted high standards and achievement. English, mathematics and science are also taught very well and Year 6 pupils achieve well as a result. While teaching is satisfactory overall in Year 2, there is a relative weakness in the range of tasks and the challenge provided for the more-able pupils, which results in some underachievement. Although in most lessons the tasks set for these pupils are more difficult than those set for lower attaining pupils, they do not provide enough opportunities for pupils to extend their thinking or to apply their existing knowledge more widely. The relative underachievement of the more-able pupils in recent Year 2 national tests reflects this weakness in teaching.

14. Throughout the school, religious education is taught well. Lessons are well planned, sensitively conducted and teachers enhance pupils' learning by using available resources productively. Because the subject is well led and managed, teachers have a clear idea about the aims and objectives of lessons, the ethos within which the subject should be taught and access to well organised resources. The staff liaise very effectively with the local vicar, who complements the good teaching by providing opportunities for instruction, in the nearby church, about Christian values, ceremonies and artefacts.
15. In Years 3 to 6, teachers have access to interactive whiteboards in their classrooms and use them well to capture pupils' attention, to interest them and to clarify ideas and expectations. Many lessons observed were enhanced by the use of this technology and pupils' learnt well as a result, especially in the introductions to and summaries of lessons.
16. Teaching assistants contribute well to learning, especially for those pupils with learning difficulties. They work closely and effectively with class teachers, to implement those specialist teaching programmes designed to support these pupils. Teaching assistants work effectively with individuals or groups of pupils either in or outside the classrooms, concentrating in the main, on improving their basic skills in literacy and numeracy. Through their efforts many pupils are able to improve their attainment sufficiently to attain expected standards in national tests.
17. Teachers' use of assessment is satisfactory. In the best examples, marking is very useful and helps pupils understand what aspects of their work they need to improve and how. Where assessment is less effective, the needs of more-able pupils are not met as well as they might be. This tends to be more in the non-core subjects in which assessment systems are less sophisticated and more informal. Pupils have a satisfactory knowledge of the targets set for them to improve their attainment in English and mathematics. There is also evidence that pupils evaluate their own attainment effectively and realistically. However, there is no systematic whole school process for pupils to evaluate their own progress and to be formally involved in setting their own targets.

Note: Core subjects are English, mathematics and science. Other subjects of National Curriculum are described as non-core subjects.

The curriculum

The quality of the curriculum is **good**. Opportunities for enrichment through clubs, working with outside agencies, visits and visitors and provision for the arts, are **very good**.

Main strengths and weaknesses

- The school provides well for pupils with special educational needs.
- Very good use is made of ICT to support pupils' learning across the curriculum.
- The personal, social and health education (PSHE) programme, including citizenship, is well established and is inclusive.
- Curricular enrichment, extra-curricular activities and participation in the arts are very good.

Commentary

18. Since the last inspection, the curriculum has improved, particularly in the further development of educational visits, links with the secondary school and extra-curricular activities. These innovations have enriched the curriculum considerably. It meets all statutory requirements and pupils of all abilities and backgrounds have equal access to all activities.
19. The curriculum for the reception class satisfactorily reflects the national guidance for the foundation stage and is well managed. Tasks planned do not always challenge the most-able children.
20. The Year 5/ 6 classroom is a particularly challenging and stimulating place to learn. Teaching programmes follow the national guidelines and clear links are made to support learning across the curriculum. Pupils with learning difficulties and Traveller children have full access to all aspects of the curriculum and receive good support. Carefully planned learning activities, that include small steps to success with suitable challenge, are invariably provided.
21. Curricular provision and the teaching and learning opportunities for pupils are enhanced well by ICT resources. The use of interactive whiteboards during lessons engage pupils in their learning, increasing the variety of teaching and learning styles very effectively and meeting pupils' needs very well. Very good use is made of the provision of laptops to extend pupils' computing skills.
22. Through the personal, social and health education programme (PSHE), pupils' skills are well promoted to help them become good citizens. Very good arrangements exist for pupils to express their opinions through class representatives at the school council, and in discrete lessons. The school has implemented many of the pupils' suggestions; the purchase of more practical furniture, playground equipment and water bottles in classrooms. This has improved the general school environment in which pupils are secure, content and keen to learn. A well thought out programme is in place for sex and relationship and drugs awareness education. Much of this is delivered through 'Circle Time' and visitors to the school make good contributions to this.
23. The school provides very good opportunities for enrichment. Residential visits are organised regularly for Year 2 and pupils in Years 3 to 6. The Year 2 camp on the school field is a successful initiative. The Year 6 residential visit to an outdoor education centre successfully enhances pupils' self-reliance and physical development. For example, pupils were wired up to a pulse monitor prior to abseiling and examined the read out to note the changes in their heart rate, associating it with the challenge of the task.
24. A very wide range of other extra-curricular activities, including sports and the arts are organised regularly. Pupils enjoy their visits to theatres, listening to the *pyramid orchestra*, which includes representatives from the school, and working with dance and arts experts. These experiences add to the pupils' development and provide them with very good opportunities to gain advanced skills and confidence. There are good links

with the neighbourhood secondary school, especially in promoting the arts and for effectively preparing Year 6 pupils to move on to the next stage of their education.

25. The well maintained accommodation is satisfactory. The outside environment is enriching, with a very good range of natural features and planned activities for pupils to experience. The hall is relatively small to support the oldest pupils during physical education lessons. The reception and Year 1 classroom is somewhat limited in providing sufficient space for the two distinct age groups, which contributes to the relative weaknesses referred to above. The quality of the school's resources satisfactorily supports learning across the curriculum.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is good. There are good arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The very good ways in which the governors and all the staff ensure that pupils spend their days in a secure, safe and healthy environment.
- The very good arrangements for child protection and the day-to-day care and concern which the head teacher and the rest of the staff show for all their pupils.
- The good family atmosphere and the good ways in which the school gathers and responds to pupils' ideas and views.
- The good arrangements for bringing new pupils into school.

Commentary

26. Bosbury is a very caring community. Parents are justifiably confident that governors and staff really look after their children. There are very good health and safety arrangements, which include a risk assessment system that covers both in-school and out-of-school activities. Security arrangements are very good with pupils being well supervised during break times and at both ends of the school day. Child protection arrangements are good. All the staff are properly briefed on procedures and there are good links with the relevant local agencies.
27. Teachers know their pupils well. They use a good combination of formal and informal methods to monitor and support pupil's achievements and personal development. Pupils with special educational needs are looked after well. The systems for tracking pupils' academic progress ensure that pupils achieve as expected.
28. The acting headteacher, staff and governors value pupils' judgements about all aspects of life in Bosbury. There is a well-established school council and the climate and culture is such that teachers continually listen to their pupils' ideas and views and, where practicable, act upon them.
29. The recently introduced arrangements for bringing new pupils, parents and carers into school are good. They include home and school visits, briefing and taster sessions and careful attention to each pupil's particular needs. As a result, pupils settle quickly and happily into the routines of school life and learning.

Partnership with parents, other schools and the community

The school's links with parents and the community are **very good**. The links with other schools and colleges are **good**.

Main strengths and weaknesses

- Parents are very supportive of the school and believe that it is providing their children with a very high standard of education.
- There are very good arrangements for keeping parents informed of their children's progress.
- The "open door" policy ensures that there is very good informal communication between the school and parents.
- The Friends of Bosbury School make a significant social and financial contribution to the school.
- Pupils' learning and social development benefit from the number and variety of ways in which the school is involved with other schools, the village and wider communities.
- Pupils are very well prepared for their transfer to secondary schools.

Commentary

30. Parents are delighted with Bosbury School. Many of them choose to travel long distances in order that their children benefit from the many good things that the school provides. They are confident that Bosbury is helping their children to learn, grow up, and play in a caring and family-centred environment. They have confidence that the acting headteacher and other staff will seek and value their views and take prompt action to address any of their concerns.
31. The inspectors agree with the majority of parents who feel that they are kept well informed about their children's progress and what is going on. Formal arrangements for parents and teachers to meet to discuss pupils' progress are very good. There are consultation meetings, which are very well attended and a pupils' annual reports are comprehensive. Regular newsletters and documents, such as the prospectus, help to keep parents in touch with what's happening in school. There is an "open door" policy, with the acting headteacher making herself available whenever possible to respond to parents' concerns. Friendly, informal communication is the norm. A relative weakness of these arrangements is that there is no regular means, such as surveys, of gathering parents' ideas and views although, in the past, consultative letters have been sent out and parent governors receive and represent parents' views at governors meetings. In addition, as at the time of the last inspection, the governors' annual report to parents does not include all the information statutorily required.
32. Parents are very supportive and make a very good contribution to their children's education. They listen to them read and encourage them to do their homework. Some parents help in and around school. Others run after-school clubs. School productions and events are always very well supported. The very successful Friends Association,

through its fund raising and social events, contributes to the quality of school life and resources.

33. Bosbury School is at the heart of village life. Pupils' education benefits from their wide-ranging involvement in, for example, festivals, church services, the summer fete and community celebrations. The village supports school events, contributes expertise and makes use of the sports field.
34. There are good links with other local schools that benefit all pupils. The school makes a major contribution to the local "arts scene" and benefits from strong links with the local high school in areas such as music, science and mathematics. A comprehensive programme of visits and workshops for pupils and parents ensures that Year 6 pupils are well prepared for their move to their secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are both **satisfactory**. Governance is satisfactory.

Main strengths and weaknesses

- Senior staff work well as a team.
- The school's evaluation of its own performance has weaknesses.
- The school's aim to fully include all pupils in its work is predominantly well met.
- The foundation stage and provision for special educational needs are well managed.
- Good financial management ensures that within the constraints of a tight budget, necessary developments can be funded adequately.

Commentary

35. The school currently has no substantive headteacher in post. The previous post holder left the school in July 2004 and the new appointee will take up post in January 2005. The school is led by a senior teacher who has a teaching commitment for half of the week and who is effectively overseeing the day-to-day running of the school.
36. The current situation as regards the leadership of the school has demonstrated how closely senior, middle managers, governors and administration staff work together to ensure the smooth running of the school. The day-to-day routines that ensure the welfare of pupils, staff and of the other adults, who work in the school, are efficiently managed and work continues to achieve the necessary improvements that are highlighted in the school improvement plan.
37. A relative weakness in management is in the lack of accuracy of the school's evaluation of its own performance. The school's pre-inspection assessment of several aspects of its work, for instance, pupils' achievements and the overall quality of teaching, were graded much higher than inspection findings. The school has appropriate systems for evaluating pupils' progress, to ensure that they achieve as expected. The lack of resources available to release senior and middle managers, in order that they may observe teaching and learning, has meant that some relative weaknesses have not been recognised or addressed. The school improvement plan,

although helpful to teachers, does not sufficiently link actions to desired improvements in pupils' learning. The school has not been rigorous enough either, in analysing why pupils' attendance has fallen in recent years.

38. A positive aspect of the school's work, which reflects positively on leadership and management is the manner in which pupils from all backgrounds are included in its provision. Apart from some weaknesses in the provision for the more-able pupils in Year 2, much attention is paid to ensuring that all pupils have equal access to learning and the other activities the school offers. The positive ethos of the school, underpinned by its Christian values, contributes well to pupils' experiences and personal and spiritual wellbeing. The large number of pupils involved in music, drama, sport and other extra-curricular activities provide a telling example of the school's commitment to equality of opportunity and the positive ethos prevalent throughout the school.
39. The management of provision in the foundation stage and for pupils with special educational needs is good. The reception class and Year 1 are taught by the same teacher in the same room, which requires very careful planning and organisation to enable the full foundation stage curriculum to be taught. This is achieved well with adults' time efficiently used, children's activities generally well-organised and with an effective balance between the different areas of learning. The provision for pupils with special educational needs is well led and managed. Pupils with learning, communication or behavioural difficulties are identified early and suitable teaching programmes and extra support provided to enable many of these pupils to achieve well. Parents report a high level of satisfaction with their involvement in supporting their children's learning.
40. The school's finances are well managed. Governors play a leading role in ensuring prudent spending and the effective allocation of resources. Despite a decline in pupil numbers locally, considerable, productive investment has been made in improving resources for ICT, in maintaining class sizes and keeping mixed age classes to a minimum. However, governors are realistic about what is possible and have contingency plans to address the further fall in the school's roll. These plans are pragmatic and have been carefully prepared to minimise the effect on pupils' learning and opportunities and to take into account the impact of legislation relating to work practices.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	347,344
Total expenditure	331,309
Expenditure per pupil	2,509

Balances (£)	
Balance from previous year	25,730
Balance carried forward to the next	58,366

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. The eleven children in the reception age group have recently joined a mixed age class of sixteen children from Year 1. Management of the Foundation Stage is good and provision for the six areas of learning are planned well. Good teamwork between staff has contributed significantly to the successes of the challenging mixed age curriculum. Although the reception aged children start school with overall standards similar to children of the same age, they bring a range of abilities and experiences. The acting headteacher and a part-time temporary teacher currently share the teaching of the class. This situation is a temporary arrangement until the new Headteacher takes up her appointment in January 2005. Only four of the six areas of learning were inspected in depth because the timetable did not allow observations of direct teaching in the other areas. Teaching and children's learning is **satisfactory** overall and has resulted in **satisfactory** achievement. Therefore, a majority of children achieve the goals expected for their age by the end of the year with some exceeding them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children co-operate and listen well when working and playing in groups because interesting activities are planned and organised.
- Arrangements for introducing children into the school are good and they settle well.
- Pupils from Year 1, who know routines and expectations, are not encouraged enough to show younger children how to behave or to help them develop personal skills.

Commentary

42. The quality of teaching is satisfactory and children are presently in line to reach the targets set for them by the time they enter Year 1. Children make new friends quickly because they are encouraged to build good relationships. They generally know the routines of school, are ready to learn and behave well because they are interested in what they do. There are good procedures for ensuring that children are familiar with the school before they start and parents are well informed. For example, parents are given packs to help them support the children 's learning at home. Children learn to work and play together comfortably because learning experiences are organised in a variety of ways. Staff are very caring and know the children well. Different groups of children, such as those from Traveller families or those who have special educational needs, are supported well. Consequently children appear confident and happy. Group activities, such as dice games when learning numbers, encourage children to take turns and share. Children are encouraged to make choices within role-play areas or in structured activities but a lack of space and the wide age range sometimes limits opportunities for them to choose their own activities and discover for themselves.

43. Although the majority of the class has already spent a year in school they are not always encouraged to take an active role in showing the younger children how to behave or what is expected of them. For example, Year 1 children do not have the opportunity to pair with a reception child on a regular basis and therefore improve the personal development of both age groups. Occasionally the older children run in the classroom or answer the register inappropriately, which does not set a good example to the younger children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a clear emphasis on children learning letter sounds and forming their letters correctly.
- Provision for role-play enables children to use their growing skills to communicate in a variety of ways.
- Staff speak clearly and precisely offering good models for children.
- A lack of a covered area limits opportunities to extend children's learning outside in poorer weather.

Commentary

44. The quality of teaching is satisfactory and children are presently in line to reach the targets set for them by the time they enter Year 1. Staff plan the lessons effectively, taking account of the National Literacy Strategy, children's interests and different abilities. As a result, children are systematically taught to recognise and write letters so that by the time they complete the reception year most write on their own and spell some words correctly. There are many books in the classroom and children enjoy reading them. They take books home and read regularly, using their growing knowledge of sounds to build up new words. Consequently, children see reading as important and enjoyable and make satisfactory progress. This attention to basic skills has contributed to recent improvements in reading and writing in Years 1 and 2.
45. Children learn to communicate purposefully and develop their thinking skills because staff help them engage in meaningful play. For example, during the recent theme of 'Africa' a travel agency role-play area was set up where children were provided with brochures and booking forms and encouraged to take on roles. Staff are good role models for children's speech. They listen to children carefully and expect them to do the same. For example, children successfully described the fruit they tasted when they were encouraged to think of adjectives. Staff utilise the wooded area and playground for lessons aimed to develop language across the curriculum. However, the lack of a covered area results in a more limited provision in poorer weather. Many activities, which could be extended outside and provide further opportunities for language development, can only be offered on a rota basis inside.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The curriculum is varied and provides children with interesting opportunities to develop their understanding.
- The highest attaining children are not challenged well enough.
- There are too few opportunities for children to discover and investigate.

Commentary

46. The quality of teaching is satisfactory and children are presently in line to reach the goals set for them by the time they enter Year 1. Children enjoy mathematics because a variety of interesting activities are provided to motivate learning. A recent 'Africa' week prompted the making of bead necklaces and children copied the patterns. Lessons are planned in detail incorporating the National Numeracy Strategy and support staff work well with different groups. For example, when learning to count and to match numeral cards, children placed pasta spines on 'hedgehogs'. Children who required extra help were given careful one-to-one support and their needs were met well. However, the more-able children were not always challenged enough. It became obvious that children who could easily do the activity appeared bored and played aimlessly with the play-dough. In the playground, children worked in groups to identify taller and shorter trees and talked about their own heights. They showed that they had listened well by using the new mathematical language taught such as 'equal'. Children are beginning to ask questions such as 'am I taller than .?' This is because they copy the kinds of questions asked by staff.
47. However, there is not enough opportunity for children to explore, investigate mathematical ideas and solve problems on their own. This is sometimes because the teaching of different age groups limits the space available for this kind of activity. Although the outside area is used well for mathematical development, in poor weather this is also not available for investigations and discoveries.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Different experiences are offered to the children to develop their knowledge of the world.
- There is not enough opportunity for discovery and investigation.

Commentary

48. The quality of teaching is satisfactory and the children are presently in line to reach the targets set for them by the time they enter Year 1. Children generally come to school with average levels of attainment. However, some children from this rural community already have a wide knowledge of some aspects of this area of learning. Children are often taken into the village to look at buildings, traffic, the weather or to

visit the church in order to extend their knowledge and understanding further. They demonstrate their understanding of geographical vocabulary by placing features of the countryside onto a plan and learn about history by looking at how toys have changed. The woodland area of the playground stimulates the children's interest and enhances their close observation of leaves, fruit and seasonal changes. Local visitors such as a nurse, farmer, vicar and a fireman talk to children about their jobs and significantly help them to understand the roles of people in the community. Children are beginning to use ICT effectively through their use of the computer and listening centre.

49. Staff use questions that encourage children to think carefully about their responses. Consequently, in one lesson, children learnt to use their senses as they touched, smelt and tasted different fruits. They could identify the different senses and used interesting words to describe their experiences. A display of artefacts from Africa enables children to closely observe objects and designs from another culture and interesting and colourful books are provided to further their understanding. However, there is not enough emphasis placed on discovery and investigation. There are too few opportunities for children to handle a variety of objects or ask questions about them and this limits the achievements of more-able pupils in particular.

The following areas of learning were not observed in enough depth to make firm judgements about provision:

50. Children's **physical development** is satisfactorily supported through opportunities for play both indoors and outdoors. There is a small, safe playground and a very pleasant wooded area. These facilities enable children to run, climb and balance. There are attractive playground markings for games and a train made from logs. In the woodland, a suspended bridge and stepping stones provide good opportunities for children to develop gross motor skills. The children are taught physical education lessons in the relatively small hall and they learn to use space, to work with others and to control and develop their own movements. Most children are aware of space, although a few still cling to outer corners or walls. In the summer term, children are taken swimming to accustom them to the water and parents are encouraged to take them to the pool. Fine motor skills, necessary for writing and creativity, are developed through play, practising writing and painting implements and handling small construction and collage materials. Children learn to manipulate modelling materials and to use scissors.
51. Children's **creative development** is satisfactorily promoted through meaningful links with other areas of learning. During the theme of 'Ourselves' children painted recognisable pictures of their own faces, mixing colours to create the correct shades. They created attractive bead necklaces and colourful, stained glass animal pictures, to link to their theme of Africa. Children are encouraged to look at the designs of the African batik fabrics and the variety of artefacts made of wood in order to extend their knowledge of the arts. Children's art and design related to *'The Hungry Caterpillar'* book, successfully linking story and number work and making learning more meaningful. Role-play in the travel agency or outside in the summerhouse, successfully develops children's imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment in Year 2 and Year 6 are currently above expectations.
- Year 6 has achieved standards in the national tests, which are consistently in line with or above average.
- Standards in writing, in the national tests in Year 2, have been consistently below average for the past few years.
- More-able pupils in Year 2 are not challenged enough.
- Teaching in Years 3 to 5 is good and in the Year 5/6 class it is very good.
- Pupils do not sufficiently apply the skills they develop in literacy lessons, to their writing in other subjects.

Commentary

52. Standards in reading, writing and speaking and listening are currently above expectations in both Years 2 and 6. This is due to detailed planning of lessons, which usually meet the needs of all groups. The quality of teaching and learning is good overall. Staff have good subject knowledge and present lessons confidently. Good relationships enable pupils to work well together and to listen and to learn. The oldest pupils receive exciting, excellently planned and prepared lessons, which challenge them throughout the session and result in very good achievement. Expectations of behaviour are very high and lead to excellent contributions by the pupils. Pupils are motivated well by the very good use of ICT. For example, in one lesson, pupils watched excerpts from a silent film, on the interactive whiteboard, in order to identify the body language of characters. They were enthralled and this resulted in a very high standard of work in which all pupils used stage directions appropriately and creatively. In a good Year 4 lesson, the teacher also made good use of the whiteboard to reinforce writing of instructions. The teacher's own precise use of language gave pupils a clear focus for their writing.
53. Most pupils in Year 2 are currently achieving well with a high number of pupils working at above expected levels. Pupils enjoy reading and love the range they are offered. They read with interest and enthusiasm and know favourite poems by heart. However, more guided reading would help to consolidate recent improvements. Pupils learn to develop skills, such as using a dictionary, because all groups are effectively supported and lessons are planned well. In Year 2, pupils were motivated and interested, settling quickly to their tasks, because the teacher made good use of exciting resources. Pupils are taught to write for a purpose and there are good examples of well-presented book reviews and longer stories. Pupils ask and respond to questions clearly and demonstrate a wide vocabulary because teachers speak precisely and model language well. However, more-able pupils in key stage 1 are not always challenged to do even better. For example, they are not consistently told what is expected of them and they sometimes mark time, instead of challenging themselves.
54. Comparison of the performance of this school, to all schools nationally and to similar schools, is not totally reliable because of the fluctuating and often small numbers of

children in the year groups. It means that the performance of one child could place the results into a different category. However, the performance in writing of Year 2 pupils has been consistently below that of pupils nationally. In reading, performance has generally been in line with the national average. This continued to be reflected in the 2004 national tests and as a result of more challenging, focused teaching, standards in writing were much better than in previous years. Results for Year 6 pupils have generally been more favourable over time and have consistently equalled or exceeded the national average with reading standards a particular strength. Pupils achieve better in Years 3 to 6 usually achieving very well by the end of Year 6.

55. All age groups present their work well and handwriting is neat. Pupils' work is marked regularly and comments often guide them to the next step. This is an improvement since the previous inspection. Assessment was unsatisfactory in the previous inspection but this has now improved. Overall leadership and management of the subject are satisfactory.

Language and Literacy across the curriculum

56. Pupils have good opportunities to use their literacy skills across the curriculum. For example, during a religious education lesson in Year 4/5, pupils used sensitive similes to compare God with an animal or flower. Year 2 pupils wrote captions for their storyboard pictures of the great fire of London and in design technology, older pupils evaluated products and labelled different parts. However, pupils do not remember to transfer the basic skills they have learnt in literacy lessons and apply them to other subjects. For example, they do not take as much care with spelling and punctuation and forget to join their handwriting. This restricts pupils' opportunities to practise and to use their skills fluently.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is very good in the Year 5/ 6 class.
- More-able pupils in Year 2 tend to underachieve.
- Pupils have a good grasp of place value.
- There are weaknesses in pupils' ability to solve subtraction problems.
- Teachers in Years 3 to 6 make good use of ICT to communicate mathematical facts and ideas.

Commentary

57. Standards throughout the school are in line with expectations. In national tests recently, standards have fluctuated according to the average ability of individual year groups, all of which tend to be small in number. There is, however, a trend in Year 2 of underachievement, especially amongst more-able pupils, which is linked to some relative weakness in teaching. The 2004 national test results confirm this trend, with the percentage of pupils attaining the higher Level 3 being below average. Comparisons in standards, between those found at the time of the previous inspection

and now, are very difficult to make because of the small numbers of pupils in year groups which make such comparisons unreliable.

58. Overall, the quality of teaching and learning is satisfactory. In the Year 5/ 6 class, teaching is of very good quality. Lessons are well paced and stimulating, motivating pupils to work productively and with a clear knowledge of what is expected of them. As a result, pupils' achievements are good. For example, in a lesson observed in this class, the teacher's very high expectations, precise teaching and creative use of resources fully extended pupils' ability to apply their knowledge of decimals and their equivalent fractions and percentages.
59. In the Year 2 class, the more-able pupils are not always extended fully and this is reflected in recent national test results. Whilst more difficult work is set for these pupils, the nature of the tasks provided tend to be too narrow, the questions asked of them do not always challenge them fully and too little pressure is put on them to finish their work quickly.
60. Throughout the school knowledge of place value is very secure. The school's recent analysis of pupils' work and test data revealed a weakness in this area of their achievements. Thus, teachers have focussed their teaching on improving pupils' understanding of place value and this has been successful.
61. A relative weakness in pupils' attainment is in their ability to solve problems involving subtraction. The school has recognised this and has, from the beginning of this term, implemented a standard, written method of setting out solutions to subtraction problems in all classes. A factor, which exacerbates this weakness, is that in lessons, teachers do not sufficiently reinforce the different words used to describe subtraction. As a result, when pupils are faced with a written problem requiring them to use subtraction, they do not always recognise which operation they need to use.
62. In Years 3 to 6, those classrooms that currently have interactive whiteboards, teachers make good use of ICT to clarify mathematical ideas. This has a marked impact on pupils' engagement in lessons and their understanding of basic facts. In an effective introduction to a Year 4/ 5 lesson about counting on and back in tens, the clear exposition, using ICT, enabled pupils to consolidate their understanding of number well.
63. Leadership and management are satisfactory. Test data and pupils' work are analysed carefully and the information gained used to help teachers address weaknesses in pupils' attainment. Teachers are well supported as a result of a clear subject policy, the provision of adequate teaching resources and relevant professional development, for instance, in promoting pupils' ability to investigate mathematical patterns. However, as a result of a lack of resources, it has not been possible for any lessons to be observed by the co-ordinator. As a result, some relative weaknesses in teaching have not been recognised or addressed.

Mathematics across the curriculum

64. Pupils satisfactorily apply their mathematical skills in a range of subjects. They use graphs to illustrate data in geography and science and use their knowledge of tallying

and geometry to enhance their work in design and technology and in art and design. Much of their graphical work in other subjects entails their good use of ICT.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- By Year 6, pupils achieve well as a result of some very good teaching.
- Teachers make good use of ICT to promote learning.
- More-able pupils in Year 2 do not always make the progress they should.
- There is a good balance between the gathering of scientific knowledge and the development of investigational skills.
- Older pupils frequently use graphical analysis to examine the results of their investigations.

Commentary

65. Because of the timing of the inspection, early in the year, there was little evidence of work carried out by the current Year 2 pupils. However, analysis of work completed last year indicates that standards are in line with expectations. Almost all pupils are working at the nationally expected level. However, there are insufficient opportunities for some more-able pupils to work at the higher levels.
66. Pupils in Year 6 are in line to achieve the expected standards by the end of the year and achieve well. This is because of some very good teaching that ensures that pupils develop both subject knowledge and practical understanding of the investigational process. They are taught well to use the correct technical vocabulary. The well above average standards achieved in the 2004 national tests, provide further evidence of the effective provision.
67. In the lessons observed, the quality of teaching and learning was good overall. Lesson observations and other evidence indicates that teaching and learning are satisfactory in Years 1, 2 and 3, and very good in Years 4, 5 and 6. In very good lessons, teachers' planning showed a clear balance between the development of the skills of practical scientific investigation and the acquisition of scientific knowledge. As a result, pupils learned well, showed interest and attention and concentrated hard. Pupils in Year 5 and 6 successfully use the Internet to retrieve information about the planets and their moons. Year 4 pupils quickly realise that there is a more effective way of lighting two bulbs from the same battery to give equal light to both bulbs. They were enthralled by this discovery and were keen to share it with their teacher and peers.
68. Where lessons were judged to be satisfactory, there were too few opportunities for pupils to learn through practical experiences. Teachers generally provided opportunities for pupils to carry out experiments, but the analysis of work indicates that there are insufficient opportunities for more-able pupils to work at higher levels. More-able pupils, in Year 2, observe changes that occur when candle wax is heated and when ingredients for a cake are heated. They produce detailed, accurately labelled diagrams and descriptions of their observations. However, they do not move

on to the skill of linking their observations with the scientific knowledge of reversible and irreversible change. Consequently they do not achieve the higher Level. There is an appropriate emphasis in all lessons on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. Generally, teachers have good subject knowledge and in Years 3 to 6, make very good use of digital whiteboards to help pupils gain a secure knowledge of lesson objectives and scientific facts.

69. The challenging nature of the teaching in Years 4, 5 and 6 results in pupils using an agreed format to record their work. They develop an independent style of report writing and include carefully drawn and accurately labelled diagrams, tables of results and graphical analysis. However, whilst pupils regularly use arithmetical techniques to interrogate their results, too little use is made of ICT to represent data they collect.
70. Overall, the quality of leadership and management is satisfactory. Strengths in leadership include clear vision about improvements that need to be made and a keen sense of purpose. However, there is insufficient planning or assessment in Years 1 and 2, to ensure that the more-able pupils are consistently challenged and there is insufficient monitoring of the quality of teaching and learning, which would highlight the relative strengths and weaknesses referred to in this section of the report. The school has successfully sustained the quality of provision since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources and staff expertise are used well.
- Direct teaching of ICT skills is good.
- ICT is used consistently to support learning in other subjects.
- Procedures for monitoring and evaluating provision and standards in ICT are not fully in place.

Commentary

71. By Year 6, pupils' ICT skills are above expectations. In the direct teaching sessions observed in Year 3 and in the combined Year 5 and 6 classes, good or very good teaching enabled pupils to make rapid progress and achieve well. It is not possible to make a judgement about the quality of teaching in other year groups because no lessons or the use of ICT was observed.
72. Since the last inspection, provision has improved well, especially the resources for the subject. For example, the purchase of laptops and a battery recharging cabinet has ensured that teachers and pupils have much better access to equipment in order to more regularly practise their skills. Staff confidence and expertise have improved well through training. Very good use is made of digital whiteboards in those classrooms in which they are available. Their use brings lessons to life, helps pupils gain new

knowledge and gives them opportunities to practise their ICT skills when they volunteer to use the whiteboards to demonstrate their understanding.

73. In the lessons observed, teachers' specialist subject knowledge was well used to give clear succinct explanations and demonstrations using the digital whiteboard. Very good use of questions enabled all pupils to contribute fully and helped teachers to assess pupils' level of understanding. Lessons moved at a brisk pace, which meant that all pupils, including those with special educational needs, achieved well. In Year 6, pupils' quality of learning was very good in the lesson observed. They accurately used a computer program to help answer questions about the data they had previously collated.
74. Conversations with pupils and analysis of examples of their work, which is stored on the computer memory files, show that they are confident and skilled in the use of ICT. Pupils are enthusiastic and confident and they take care of the equipment. Year 2 pupils efficiently use specific art and design software to create imaginative patterns and images. They redraft stories and have the necessary mouse skills to play adventure games where they practise their 'control and modelling' skills. These pupils use command keys accurately to edit text and activate the computer without adult help, in order to save their work and print copies of their efforts.
75. Pupils in Year 4 use their computers to write letters to persuade the headteacher to allow them to organise a 'pet day'. All pupils confidently use the Internet to retrieve information, for instance, to assist them in their research into Tudor England. The oldest pupils proudly accessed their completed good quality multi-media presentations. Good links exist with the secondary school, in order to help Year 6 pupils to complete a 'control and modelling' programme of work.
76. Leadership and management are currently satisfactory. The newly appointed co-ordinator has produced a pertinent action plan, which reflects very good awareness of further improvements needed. Recent professional development for staff has been productive in helping staff grow in expertise and confidence, which in turn has helped pupils to improve their standards and achievements. A more effective system to assess pupils' progress has recently been introduced. The lack of available resources means that very few lesson observations have taken place. Consequently, the school is not best placed to evaluate whether further training is required or how best practice might be more widely disseminated.

Information and communication technology across the curriculum

77. During the inspection, ICT skills were taught and applied effectively in other subjects, for example, in English and in science. The analysis of pupils' work indicates that ICT is used in most subjects, particularly in art and design, geography, history and physical education. Pupils produce good quality word processing, which includes changes to font, colour, style and size. The link with physical education includes data logging and using sensors to measure pulse rates during an abseiling expedition. An animation programme has been introduced and the older pupils have learned how to operate a digital movie camera. However, access for individual pupils to record science investigations, apply data handling techniques and to be involved in

individual research based on their own planning are not yet a regular feature of teaching and learning.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards are above those expected throughout the school.
- Effective teaching promotes pupils' good understanding of their own and other faiths and develops their spirituality well.
- Close and harmonious links with the local church contribute well to pupils' knowledge of Christianity.

Commentary

78. Throughout the school, pupils' standards exceed those expected by the locally agreed syllabus. In Year 2, for example, many pupils talk knowledgeably about baptism and its significance in their own experience of family life. They accurately retell stories from the Old Testament, graphically describing the account of Moses and the Ten Commandments, relating the principle of the 'need for rules,' to their own class and the whole school. Pupils in Year 6 describe in accurate detail the purpose and sequence of the ceremony of Confirmation and demonstrate a keen understanding of the layout and conventions of a Sikh temple. The same pupils effectively compare and contrast the main principles of Christianity, Sikhism, Judaism and Islam, which promotes their sensitive understanding and respect for different faiths.
79. Because of good quality, well-planned and sensitive teaching, pupils achieve above expected levels. The one constant, positive feature present in all the lessons observed, was the sense of spirituality promoted amongst the pupils. As a result, lessons were conducted in a positive atmosphere in which pupils felt at ease in expressing themselves sensitively and imaginatively. In a Year 4/ 5 lesson, for instance, pupils' ideas about which colour, flower, animal or shape they thought might most apply to God, were wide ranging and received warmly by all.
80. The contribution to pupils' learning and to their spiritual and moral development, encouraged by the close links with the local church, is very telling. In addition to the regular school assemblies conducted by the vicar, a potent example of which was observed, pupils make regular visits, as part of their religious education, to the nearby church. Consequently, their knowledge and understanding of Christian principles and of the ceremonies, festivals and artefacts that are central to Christianity, are greatly enhanced and contribute well to their achievements.
81. Leadership and management are good. Many of the positive features described in previous paragraphs are the result of effective planning and organisation. The school is constantly seeking, to good effect, ways of enhancing pupils' experiences and learning.

Geography

82. It was not possible to make secure judgements about provision in geography. Analysis of pupils' work and of teachers' plans, indicates that the full National Curriculum is covered throughout the school and that pupils attain expected standards. Year 2 pupils show a satisfactory understanding of the way in which local buildings are used or have changed their use and of how their own locale differs from that of an island community. In Year 6, pupils demonstrate effective map drawing skills, have a clear understanding of the course of a river and of the water cycle. They apply mathematical skills well to draw graphs to illustrate comparative rainfall statistics, using ICT effectively to enhance their graphs and to research the recreational and industrial use of water. Throughout the school, theme weeks, such as a recent *Africa week*, enhance pupils' understanding of different geographical regions and their cultural development. Residential visits in Year 5/ 6, enable older pupils to engage in field studies and to gain first hand experience of geographical features.

History

83. It was not possible to make a secure judgement about provision in history. Discussions with pupils and analysis of their work and other documents indicate that pupils attain expected standards and experience a broad curriculum. Younger pupils develop a satisfactory understanding of 'old and new' through comparing toys from the past and present. They learn effectively through stories and drama, about significant historical events, such as the Fire of London, and about important people such as, Florence Nightingale. Year 6 pupils gain a satisfactory understanding of why Vikings invaded other countries and of their way of life, the reasons why the Aztecs succumbed to the Spanish and about the dominance of the Roman Empire. They also indicate some knowledge of the chronology of British royal dynasties. Pupils work is enhanced, especially that of the more-able pupils, by teachers' requirements to write about events and people in a range of different styles. As a result, notes, standpoint taking, letters and cartoons are reflected in their written work. Visits to museums and other places of historical interest contribute well to pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

84. No lessons were observed in art and design and, therefore, it is not possible to make a judgement about provision.
85. It is evident from the samples of work on display and in the portfolio currently being assembled, that standards in art and design are in line with expectations. Some aspects of pupils' work are varied, interesting and of good quality. The oldest pupils apply their ICT skills well to produce digital portraits of their peers and use other software techniques to create alternative images. Younger pupils have used ICT expertly to create abstract patterns in the style of Jean Miro. Art and design is used very effectively to introduce pupils to African culture, and the resulting Batik work is of very good quality. The effective teaching of different artistic styles and artists

from different cultures, represents a considerable improvement since the last inspection.

86. Art and design is used very effectively in mathematics, where pupils create geometric patterns using specific software and in history when they use crayons and pastels to record accurately the features of Tudor monarchs. A satisfactory range of media and resources are made available to pupils who experiment to achieve particular effects. Pupils respond well to the good opportunities provided to join the art club. Visiting artists work regularly with pupils and there are good links with the local secondary school, which enhance pupils' experiences and achievement.

Design and technology

87. It was not possible to make a secure judgement about provision in design and technology. Pupils tackle a variety of tasks including designing and making moving toys, biscuits and slippers. They incorporate some of the skills well within other subjects. For example, in a science lesson, pupils in Years 4 and 5 applied circuits to their designed torches. Pupils competently use mathematical skills to carry out surveys and analyse answers before they begin their designs. For example, they used tallying and constructed block graphs to find out which kinds of biscuits were the most popular. The quality of teaching and pupil's learning in the Years 5/ 6 lesson observed was excellent. Pupils were given wide ranging opportunities to develop their problem solving skills through the teacher's skilful role as advisor. As a result, pupils' standards of attainment were well above expectations and they achieved very well. Pupils in Years 5 and 6 successfully evaluate products and present their findings and designs very well.

Music

Provision in music is **good**.

Main strengths and weakness

- The quality of teaching by the subject leader in Years 4,5 and 6 is excellent.
- Pupils reach standards above expectations by the end of Year 6 and achieve very well.
- The school offers many extra-curricular activities to support pupils' learning.

Commentary

88. Older pupils receive exciting and exacting teaching from the Year 5/6 teacher, who is also the subject leader. Pupils are continuously involved in challenging learning because the teacher has excellent subject knowledge and very high expectations. Excellent relationships in lessons, result in excellent behaviour and listening and make it possible for pupils and the teacher to engage in a wide range of activities which lead to much improved performances. In one lesson, pupils used musical vocabulary such as 'concord' and 'discord' to suggest improvements and additional instruments for their piece. Pupils demonstrate maturity because they are confident. They are kept informed of the aims of the lesson and constantly asked to check that they are being met, without slowing the rapid pace of the lesson. Pupils sing well and play both percussion and tuned instruments, confidently using chord structures. More-able pupils identify

and name notes when played. Over half of the pupils in Years 3 to 6 have instrumental tuition lessons and play in the school orchestra. They learn a variety of instruments such as the saxophone, violin, trumpet and guitar. Many of these pupils attain standards well above expectations.

89. Pupils in Year 2 identify long and short sounds when played on different instruments. The good use of questions in a lesson observed, focused pupils' thinking and resulted in interesting observations of how and why short sounds were produced. However, some pupils did not listen well enough because the activities needed to be more varied. There was also insufficient time left at the end of the lesson to discuss what they had learnt. This detracted from the quality of pupils' learning.
89. The quality of leadership is very good and the subject is well managed. The co-ordinator's enthusiasm and very good subject knowledge make a significant contribution to the high profile of music in the school. There is a well-attended, African drumming club in which pupils play the drums and percussion very well and with great relish. They add to their repertoire and improve their skills through practice. All are adept at retaining the beat and varying or echoing the rhythms of the drums. Pupils want to improve and are not disheartened when playing does not go exactly to plan. The school has a close association with the secondary school and pupils have frequent opportunities to perform together. Pupils attend concerts. Performers, such as street dancers and African drummers, are invited to school to enrich pupils' appreciation of music and to broaden their cultural experiences.

Physical education

91. No lessons were observed. As a result it was not possible to make a full judgement about provision. Evidence gathered indicates that pupils have their full entitlement to the National Curriculum, including swimming tuition. Extra-curricular clubs, competitions with other schools and annual residential visits, experienced by older pupils, considerably enhance pupils' provision, contributing very well to their physical and personal development. The accommodation provided is good for outside activities, but as reported at the time of the previous inspection, the size of the school hall places some restrictions on the range of gymnastic activities it is possible to provide for older pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. It is not possible to make a judgement about provision in personal, social and health education. However, evidence from lessons in a range of subjects, from discussions with staff and pupils and from observations of other school activities, indicates that pupils' personal development is well promoted.
93. Teachers' good relationships with pupils and the encouragement they give to pupils to relate well to each other and adults, effectively promotes pupils' personal and social development. In and out of classrooms, teachers provide positive role models of respect, good manners and of tolerance. In lessons, pupils are given and mostly give, time to respond to questions without interruption. Their responses are always accepted positively and teachers' praise pupils for their effort and commitment, encouraging all pupils to acknowledge their peers' successes. As a result, the vast

majority of pupils are confident enough to share their thoughts and concerns and to contribute answers or to discussions, even when they are unsure of whether their responses are 'correct' or not.

94. Pupils enjoy taking personal responsibility and are encouraged to do this through discrete lessons concerned with personal hygiene, sex and relationships education and those designed to heighten their awareness of the dangers of drug misuse. Membership of the school council also enables those pupils involved to represent the views of others, to report back on discussions and to appreciate the democratic process, including that of lobbying. The open way in which relationships are conducted, encourages many pupils to take responsibility for routine jobs which enhance the environment and smooth running of the school. The school actively encourages the involvement of pupils from the full range of backgrounds to take specific responsibilities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
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	3
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	0
The leadership of other key staff	4
The effectiveness of management	4

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