

INSPECTION REPORT

ALL SAINTS CE (VA) PRIMARY SCHOOL

Leek Wootton

LEA area: Warwickshire

Unique reference number: 130976

Headteacher: Mrs S Patterson

Lead inspector: Mrs J Hooper

Dates of inspection: 10th – 13th November 2003

Inspection number: 255323

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	119
School address:	Warwick Road Leek Wootton Warwick
Postcode:	CV35 7QR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr O Fox
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

All Saints is a small very popular primary school. It is situated just outside the town of Kenilworth and, although it serves the immediate area of mainly private houses, a considerable number of pupils come from some distance away, because parents choose to send their children to the school. Very few pupils leave or join the school other than at the normal times. Most pupils are white and there are a small number of pupils who come from a range of different ethnic backgrounds; currently, the very few pupils who use English as an additional language do not need extra help. The percentage of pupils eligible for free school meals is very low. When children enter the reception class their attainment is slightly above average in all aspects of their development. Ten per cent of pupils have special educational needs which is well below national figures. None has a statement of special educational needs.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Mrs Julie Hooper	Lead inspector	English Information and communication technology Art and design Design and technology Music Physical education Special education needs
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22805	Mrs Jo Greer	Team inspector	The Foundation Stage curriculum Mathematics Science Geography History English as an additional language Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a highly effective education for its pupils and gives very good value for money. The ethos of the school, built on strong Christian values, enables pupils to learn in a safe, warm and friendly environment that strongly supports learning. The leadership and management of the school are very good. The quality of teaching is good and often very good in Years 1 to 6. Pupils enjoy school and behave very well and take full advantage of the broad and well balanced curriculum enriched by a range of stimulating activities. Pupils achieve very well and by the time they leave school many attain high standards in English, mathematics, science, history and geography.

The school's main strengths and weaknesses are:¹

- The leadership and management ensure that the whole school is committed to raising standards.
- The quality of teaching is good with some very good teaching in Years 1 to 6 so pupils achieve very well and make at least good progress in their learning.
- The provision for pupils with special educational needs is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The school assesses pupils' work and progress well and uses this very effectively to provide appropriate work for different ages and levels of ability in the classes.
- The school's links with parents and the community, and the way in which pupils' views are considered, are excellent features and they make a very strong contribution to the high standards achieved.
- In the reception class the lesson plans do not always focus clearly on what the children are going to learn so they do not always achieve as well as they could.

The school improvements since the last inspection have been very good. The key issues raised then have been addressed successfully, including broadening the range and focus of writing opportunities, improving standards of handwriting and standards in information and communication technology. Written reports to parents are better. The school has maintained and improved the strengths that were identified. Teaching and the leadership and management of the school have improved significantly. Great improvements have been made to the building, including a new computer suite and library, and to the outside areas to provide a pleasant learning environment.

STANDARDS ACHIEVED

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*	A
Mathematics	C	A*	A*	A
Science	C	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.*

Most pupils achieve very well in their learning. Over the years 1999 to 2003, the school's results in the national tests have been consistently above the national average, showing an overall improvement, which is above that achieved by most schools nationally. The results in 2003 showed the school to be in the top five per cent of all primary schools in the country. The targets set for 2004 for pupils in Year 6, in English, mathematics and science, are high and challenging, but realistic and achievable.

¹ The strengths and weaknesses are listed in order of significance.

The achievement of children in the reception class is satisfactory. They start school with attainment which is slightly above average, and most are making at least sound progress so that, by the end of the year, nearly all are on line to achieve the expected standards, with a high percentage likely to achieve beyond this.

Achievement in Key Stages 1 and 2² is very good because, through the good assessment procedures, teachers match work carefully to the individual learning needs of pupils. The school has identified that pupils do not do so well in writing as in reading and are developing strategies to improve this. In Year 2, most pupils are achieving standards well above average in English, mathematics and science, and in Year 6 standards in these subjects are very high. Pupils in Years 2 and 6 attain above average standards in history, and in geography in Year 6; pupils achieve well in these subjects. Although there is not enough evidence to make judgements on standards of the whole of the music curriculum, standards in singing and instrumental music are above average, showing good achievement. There were also some examples of artwork of above average standards. Pupils achieve well in information and communication technology and attain at least average standards, although these are improving with the new facilities. Although there were some good examples of information and communication technology skills being used in other subjects, the school is aware that it needs to extend these now that it has the resources.

The provision the school makes for the pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good overall. This has a significant impact on the very good attitudes most pupils have to their work and their very good behaviour. Attendance is above that found nationally.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is good overall and frequently very good in Years 1 to 6. This has a significant impact on pupils' learning and their very good achievement. The quality of teaching of the lessons observed in the reception class was satisfactory. The school provides a very wide range of out-of-school activities, which enhance the broad and well balanced curriculum. The school is a caring environment in which the pupils are looked after very well. Parents are very supportive of the school and the excellent links the school has with them and the community enhances pupils learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good overall. The headteacher provides very effective leadership and has a very clear vision for the school's future. She, the senior teacher, and staff, work together as an effective team to meet the school's wholly appropriate aims, so that a very positive ethos pervades the school. The governors are very supportive, take an active role in the management of the school, and fulfil their statutory requirements. The school monitors and evaluates its performance closely, through its thorough evaluation procedures, and governors have a very good understanding of the school's strengths and weaknesses. Any improvements needed are included in the detailed school improvement plan. The budget is operated according to the principles of best value.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly all parents are very happy with the education the school provides for their children. In particular they appreciate the family atmosphere in the school where their children are well looked after. They like the quality and wide range of activities the school provides, both within and out of

² **Key Stages**

Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

school hours, the good teaching and management of the school, and that their children like going to school. Pupils enjoy school and are keen to participate in the wide range of activities the school provides.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Ensure that all lesson planning in the reception class focuses clearly on what the children are going to learn so that all children always achieve as well as the pupils in the rest of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most pupils achieve very well. Standards are well above average in English, mathematics and science in Year 2 and in the top five per cent in the country in these subjects in Year 6. Pupils achieve above average standards in history in Years 2 and 6 and in geography in Year 6.

Main strengths and weaknesses

- The trend of improvement in standards of English, mathematics and science in Year 6 has been above average since 1999.
- Most children are attaining the expected standards for their age in the reception class and a high proportion is likely to surpass these by the end of the year.
- Pupils with special educational needs achieve very well and make good progress in their learning.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003³

Standards in:	School results	National results
Reading	17.5 (18.6)	15.9 (15.8)
Writing	16.1(16.4)	14.8 (14.4)
Mathematics	17.9 (19.1)	16.4 (16.5)

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

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

Standards in:	School results	National results
English	30.5 (29.8)	27.0 (27.0)
Mathematics	30.5 (31.4)	27.0 (26.7)
Science	31.6 (32.4)	28.8 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

1. The average point scores for 2002 in the national tests at the end of Year 2 show that pupils' results were above average in reading, writing and mathematics. For pupils in Year 6, the results were very high in English, mathematics and science.
2. The achievement of children in reception is satisfactory, overall, although in their communication, language and literacy, their mathematical and physical development it is better. They enter school with attainment which is slightly above average and, when the provision is good, they make good progress. Most are on line to achieve the expected standards in all areas of their learning by the end of the year, with a high percentage likely to exceed these.
3. Achievement in Years 1 to 6 is very good because, through the good assessment procedures, teachers match work carefully to the individual learning needs of pupils especially in English,

³ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

mathematics and science. The school sets realistic and challenging tasks for all pupils including those with special educational needs and the more able. Standards in English, mathematics and science are generally well above average in Year 2 and in Year 6 they are higher. There is no significant difference between the performance of boys and girls.

4. The basic skills of literacy and numeracy are taught consistently and progressively, as pupils move through the school. Where standards are not as good as the school expects it is quick to pick up on these and put strategies in place to improve them. For example, the school is seeking to improve pupils' writing skills and is developing strategies to do this.
5. Pupils with special educational needs achieve very well because teachers set work that they can do but which also extends them. Teaching assistants provide good quality support for these pupils and keep them on task in lessons. They progress well and most meet national standards at the end of Year 6. Pupils from ethnic minority backgrounds achieve very well and make good progress in their learning. The more able pupils are catered for well and, as a result, achieve very well in all subjects.
6. Pupils in Years 2 and 6 attain above-average standards in history, and in geography in Year 6; pupils achieve well in these subjects. Pupils put their literacy and mathematical skills to good use in other subjects. Most achieve well in singing, as do those pupils who have individual instrumental music lessons so standards are above average. Some artwork on display was of above average standards. Standards in information and communication technology have improved and pupils achieve well especially in their computing skills.

Pupils' attitudes, values and other personal qualities

Standards of behaviour and pupils' attitudes are very good. Pupils' spiritual, moral, social and cultural development is also very good. Attendance is above the national average and pupils come to school on time.

Main strengths and weaknesses

- Pupils enjoy school. They show positive attitudes to work and behave very well during lessons and around school.
- Pupils are given very good opportunities to take responsibility.
- By Year 6 pupils have developed a very mature outlook and sense of values through the very good opportunities the school provides.
- There are very good procedures to promote good attendance and parents are aware of the importance of regular attendance and punctuality.

Commentary

7. Pupils enjoy coming to school. They are keen to participate in the many opportunities and activities provided for them. All pupils have very good attitudes to work and behave very well during lessons and around school. Pupils are eager to participate in discussions and respond to questions from their teachers. Some of the younger pupils in Key Stage 2 are over eager and sometimes forget to put up their hands and wait their turn. Their eagerness to begin tasks means they sometimes do not organise themselves well enough and so take longer than necessary to get started; a case of more haste, less speed! Once settled, they work well. Older pupils show a mature sense of responsibility. They are very industrious and keen to do their best at all times.
8. Pupils have embraced the opportunities provided by the school council. All pupils have an opportunity to become a councillor. Pupils put forward suggestions for change, which are discussed and taken to the headteacher. Previously they have asked for sports day to be reorganised. They were asked to propose their own programme. This they did with suitable efficiency and it has since been adopted. Pupils begin to understand true democracy and feel they have a real stake in their education.

9. The recently adopted thinking skills programme is having a significant impact on pupils' ability to take different points of view, to discuss issues in an organised way and respect the opinions of others. The approach helps pupils develop confidence and self-esteem. Teachers encourage pupils very well through positive comments and feedback when marking their work; some interesting dialogue was seen in some books. Pupils are encouraged to take an active role in their local village community and the wider locality through participation in Church events, local sports and arts gatherings.
10. The whole ethos of the school built on strong Christian values, encourages pupils to develop their spiritual awareness, social responsibility, moral values and understanding of different cultural beliefs and traditions in a very positive way. They are very clear of the difference between right and wrong and the causes and effects of conflict. Older pupils are trained as mediators to defuse conflict in the playground and are disappointed that their services are rarely needed!

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
National data	5.4	National data	0.5

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

11. The school has very good procedures to promote good attendance. Parents are aware of the importance of good attendance. They inform school if their child is ill. Pupils arrive in good time for the beginning of the school day. During the last year there were no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The wide range of out of school activities, school visits and visitors to the school enhance the broad and well-balanced curriculum. The quality of teaching is good and frequently very good in Years 1 to 6. This has a significant impact on pupils' learning and their very good achievement. The school is a highly caring environment in which the pupils are looked after extremely well. The needs of pupils with special educational needs are catered for very well. Parents are very supportive of the school and there are excellent links with the community.

Teaching and learning

The quality of teaching and learning is good, overall, and has improved significantly since the last inspection. It is satisfactory for children in the Foundation Stage⁴. In Years 1 to 6 teaching and learning in the lessons observed was good and, in a significant number of lessons, very good. Assessment procedures are used effectively to track pupils' attainment, achievement and progress especially in English, mathematics and science.

Main strengths and weaknesses

- Most teachers plan their lessons well and share with pupils what they are going to learn and have high expectations of what they can achieve.
- In the reception class the lesson plans are not always precise enough about what the children are going to learn so they do not always achieve as well as they could.
- Teachers have a good knowledge of the subjects they teach and impart it well.
- They teach the basic skills of literacy and numeracy well.

⁴ The Foundation Stage caters for children from the age of three to the end of the reception year.

- Learning support workers are used effectively to support pupils' learning.
- The teaching of pupils with special educational needs is good.
- Teachers mark pupils' work well, so pupils know what they have to do to improve their work.
- Assessment procedures are thorough and used well to provide appropriate work for all abilities.
- Homework is used well to support pupils' learning at school.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	10	6	5	0	0	0

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

- In the reception class, the teaching, although planned in line with the curriculum expected for children of this age, was not specific or detailed enough to give the children the creative and investigative experiences they needed. The work was often too directed and teaching and learning opportunities were missed, so children were not given the opportunities to think for themselves. As a result, they did not always make the good progress they should in some lessons and their achievement was limited. The teaching of the basic skills in reading and mathematics is good. The relationships in the class are effective in providing a positive social experience for these children.
- Throughout the rest of the school, teachers plan work well to meet the demands of the National Curriculum and literacy and numeracy lessons are executed in line with the strategy requirements. The teaching of English and mathematics is good and frequently very good, and pupils learn successfully because areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught successfully and these are built on systematically as pupils move through the school so pupils make good and often very good progress and achieve well. In mathematics, teachers provide progressive and appropriate tasks which enable the majority of pupils to learn and progress well. Teachers promote learning effectively through skilful questioning to stimulate thought and encourage pupils to explain how they reach their answers. They have high expectations of pupils' work and behaviour and the mutual respect that exists between the teachers and their pupils creates a very positive learning environment.
- Due to the effective training and the support they receive, teachers have a good knowledge of the subjects they teach and use this effectively to support learning. However, the school recognises that not all teachers are confident to teach gymnastics and dance and has put in measures to remedy this. Teachers' enthusiasm often shows in their lessons, reflecting the very good teaching observed during the inspection in many subjects. For example, in an information and communication technology lesson with the pupils in Years 6, the teacher shared her expert knowledge and keen interest with the pupils, presenting it effectively at a level of the pupils' understanding.
- Teachers frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson and, at the end, challenging them to demonstrate that they have achieved this. Generally, marking is good. Teachers often make comments in pupils' books to reflect the improvement pupils have made in their work and, in the best cases, they give pupils a further focus for improving their work. Pupils say they appreciate this as it helps them to do better work.
- The school has very good assessment procedures in English, mathematics and science and these are applied consistently by all teachers. Information from tests taken by different year groups, together with an analysis of the Year 2 and 6 national test results, are used to identify areas for development and to set whole-school targets. They enable teachers to match work

appropriately to the different levels of attainment of the pupils and are the key to the high levels of teaching and learning and the very good progress that the pupils are making in these subjects. Assessment of learning is developing well in other subjects, for example, through the testing of the pupils' knowledge at the end of topics or units of work.

17. All of the teachers make evaluations and assessments of the pupils' learning. They make good use of these assessments to guide their planning and to target the work of groups and individual pupils across the wide range of ages and abilities of pupils in their classes. The information is also used to group the pupils according to ability in English and mathematics lessons as well as to focus on those pupils who need additional help. All of the staff have a good knowledge of the needs of the pupils and this enables work in lessons to be matched to individual as well as group needs, so that all pupils experience success, achieve very well and make good gains in their learning.
18. Teachers use effective teaching methods which enable pupils identified with special educational needs for learning to achieve very well. They work effectively with the help of the teaching assistants, all of whom have good expertise to meet the needs of these pupils. Teachers plan the match of tasks to pupils' needs well, and the teaching assistants are well briefed by teachers as to what the pupils are learning and how they should make their contributions.
19. Homework is used very effectively to support pupils' learning in school. All pupils are expected to read regularly at home and do other work such as learning tables and spellings. The amount of homework given increases as pupils move through the school and some of the work in the project files the older pupils had produced were of a high standard, with the information well-organised and carefully presented.

The curriculum

The curriculum is good with some very good features.

Main strengths and weaknesses

- The curriculum is broad and very well balanced.
- There is a very good range of extra curricular activities to enrich the curriculum.
- Provision for personal development is very good.
- Accommodation and resources for learning are good.
- There are some limitations in the curriculum and resources for children in the Foundation Stage.
- Information and communication technology is not yet fully integrated as a tool for learning.

Commentary

20. The curriculum for children in the reception class is planned for the six areas of learning. There is a good emphasis on language and mathematical development. In some lessons there is an overemphasis on adult direction and too long spent on formal tasks, whilst at the same time too little direction for those activities which children choose for themselves. Planning does not identify clearly enough the specific skills and what children are going to learn for individual lessons.
21. The curriculum across Years 1 to 6 meets statutory requirements. The quality and range of opportunities is very good. All subjects have good long- and medium-term plans. These plans identify opportunities for links across the curriculum, so that pupils see coherence and relevance for their learning. Because the school has few pupils from ethnic minority groups, work in geography includes study of more non-British countries than required, to broaden their perspective. In Year 6, pupils learn both French and Spanish as part of the regular timetable.
22. The curriculum for developing pupils' personal qualities is very good. The whole ethos of the school contributes well. There are many opportunities for pupils to take responsibility in school and the wider community. The school council is a valuable contributor. The newly adopted

'Thinking Skills' programme has had a major impact on pupils' personal development, and in raising standards across the curriculum.

23. There is a very good range of extra-curricular activities to enrich pupils' learning outside lesson time. There are clubs for sports, cooking, music, science and computers. There are residential trips for older junior pupils and sleepovers for younger junior pupils. Many visits are arranged to enhance all curriculum areas. Visitors are frequently welcomed into school to support different subjects and whole day workshops are arranged, such as a visitor who worked with pupils on African style art and dance projects. There are very good links with other local small schools and local specialist colleges to enrich the curriculum and enhance opportunities especially for more able pupils.
24. Although there are no pupils for whom English is an additional language, the school has access to support should it be needed. Support for pupils with special educational needs is very good.
25. There is an appropriate match of teachers for the curriculum, with several specialists on the staff. Teachers work very well together to ensure continuity and progression, especially where there is shared responsibility. There are well qualified assistants to support teachers and pupils in lessons. The accommodation has been remodelled to provide good sized classrooms. The hall is not big enough for whole-class physical education lessons, although it is large enough for single year groups. The computer suite has very good facilities but is an expensive resource, which is not yet used to its full capacity. The library is very well stocked with a good range of up-to-date books covering all subjects. The reception classroom is rather cramped for the number of children.
26. Outdoor facilities are very good, with some interesting fixed apparatus. The school council is currently considering what they want to enhance provision for playtimes and lunchtimes. Outdoor provision for the youngest children is pleasant and well equipped although they do not have any shade for hot weather. Resources for learning are generally good and in some cases, very good, such as science and mathematics. Resources for reception are generally good, but there are no large wheeled tricycles and bicycles and opportunities to develop balance and steering control on a marked out roadway. Storage for outdoor toys for reception is very limited.
27. Since the last inspection the whole curriculum has been reviewed, revised and improved. There have been considerable improvements in the building and resources for learning.

Care, guidance and support

There are many very good features in the care, guidance and support offered to pupils. Processes for seeking pupils' views are excellent and pupils' well being is at the heart of all decisions.

Main strengths and weaknesses

- The school ensures that pupils and staff work in a healthy and safe environment where very good attention is paid to people's welfare and well being.
- Induction arrangements for young children are very good.
- Relationships are very good and pupils happily turn to all staff for help and guidance and also, increasingly, to each other for care and support.
- Processes for seeking pupils' views are highly effective.

Commentary

28. Governors play an important role in ensuring high standards of health and safety throughout the school. Many sensible policies guide working practice in the school and these policies are known about, reviewed and implemented consistently. Staff promote very good standards of behaviour and attendance. Crucial to these very good standards is the enlightened approach of the headteacher who puts children first. Arrangements to support more vulnerable

members of the school community are very secure, because regular training is undertaken and because all adults are fully aware of their roles and responsibilities and take their lead from the headteacher. The school is fully inclusive and gives everyone equal opportunities.

29. Young children are very carefully introduced to life in reception. Their parents praise the way arrangements have enabled them to settle in quickly. Assessment of pupils throughout the school is good and personal and social needs identified and monitored closely through for example the sharing of targets with families. Pupil's confidence and self worth are nurtured and by the age of eleven partly because of the very good care and support they have received they are increasingly mature and caring young people themselves.
30. The school council, which began last year, is already having a big impact. Pupils know their views matter and that they will be taken seriously. In turn all pupils throughout the school from Year 1 to Year 6 will have a chance to be a councillor if they wish. They are a well organised group who meet every week and have made changes to many aspects of school. Furthermore their decisions are promptly relayed to parents through the weekly newsletter so that everyone in the school community knows what is happening and can share in the developments.

Partnership with parents, other schools and the community

The school's links with parents and the community are excellent and make a very strong contribution to the high standards achieved. Links with other schools, including the nearby pre-school playgroup, and colleges are very good.

Main strengths and weaknesses

- Parents are overwhelmingly supportive of the school, and of the changes and improvements in recent years; they especially appreciate the very strong and enthusiastic leadership shown by the headteacher.
- A key issue from the previous inspection, which was to improve reports to parents by making sure they identify progress pupils have made, has been successfully addressed.
- Procedures to resolve any concerns are very effective because time is always given to listen to all views.
- Links, friendships and partnerships with many in the community are exceptional.
- Links with other schools, including the nearby playgroup, are very good and parents and pupils say they are well prepared for transfer into and out of the school.

Commentary

31. This is a school very much at the heart of its community and held in very high regard by parents. They know their children are very well looked after and taught well. They know they do well because of the encouragement given by the headteacher who always has children's best interests at heart. She has been instrumental in establishing excellent communication with parents at all levels. Parents believe this strong partnership is based on mutual trust and confidence in the school. Parental involvement through the governing body, through the Parents', Teachers' and Friends' Association, through voluntary help in school, and during activities, as well as with learning at home, is excellent overall.
32. Information, such as in the school prospectus, the report from Governors, the weekly newsletters, and in written reports to parents, is always very well written, clear and very detailed. Parents appreciate being kept closely informed of what is going on. Their views are always sought on a range of matters, both formally and informally, and significantly contribute to planning for the future. This is a friendly, open school where the very welcoming atmosphere is very evident as soon as visitors set foot through the door. When problems do arise they are resolved to the satisfaction of those involved because of the values shown by adults working at the school and their commitment to sorting things out sensitively.

33. Links with the church are excellent and well established. Very frequent visits are made to the nearby church, for example, for half-termly assemblies, which are well attended. Pupils in Year 6 enjoy a day every year with the 'Young at Heart', when they visit, for example, a place of worship, such as a cathedral, with senior members of the community. The school choir contributes to major festivals. The vicar is a well known friend of the school. Other groups within the community support the school and events organised are well attended by parents and members of the village.
34. Liaison with the pre-school playgroup, and with other schools and colleges and universities, is very good. Many opportunities are organised for pupils to get involved in sport within the community and so meet other pupils in small schools. They are very carefully and purposefully prepared so that when the time comes to leave All Saint's they settle happily into the next stage of their education. The school also makes a very effective contribution to the initial training of teachers and support staff. The impressive range of links overall are excellent and a real strength of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. In particular, the leadership of the headteacher is a great strength of the school and contributes much to the school's successes. The senior teacher provides very good leadership and support to the headteacher. The governance of the school is very good and the effectiveness of the management overall, is very good.

Main strengths and weaknesses

- The headteacher has a very clear vision for the future of the school and provides strong leadership.
- She has developed a very good team spirit in the school and staff understand where the school is going.
- There is a strong partnership between the headteacher and senior teacher and their strengths complement each other.
- Governors are very well informed about the school so can take an effective part in its management.
- Through the school's very good evaluation systems linked closely to school development planning the governors have a clear understanding of its strengths and weaknesses.
- Finances are managed very well and used prudently in the management of future developments.

Commentary

35. The headteacher provides very strong leadership through her excellent clarity of vision, sense of purpose and high aspirations. She and the senior teacher form a very good partnership and are very well supported by a committed and enthusiastic staff and a well-informed and very supportive governing body. There has been a very clear focus on raising standards in all subjects. There is also a great importance attached to providing a well-balanced curriculum, which includes a strong focus on the creative arts and physical activities. Parents very much appreciate this. Although teachers have to manage more than one subject, because the teaching staff is small, their role as subject managers is continually developing and they are becoming much more influential in the management of the school. They play a key role in evaluating and improving their subject areas and are now in a very good position to improve standards further. The assessment procedures for English, mathematics and science are very detailed and enable the staff to monitor accurately the progress made by the pupils. The monitoring of teaching and learning is very effective and has helped to raise standards throughout the school.
36. The excellent inclusive approach the headteacher fosters supports all staff and pupils very well. The co-ordination of the provision for pupils with special educational needs is very well managed by the headteacher. Meticulous records are kept and the provision meets statutory requirements.

37. Governors have a high level of expertise and are very effective in undertaking their responsibilities and work hard to support the school. Many are regular visitors to the school, especially in their monitoring roles. The school has thorough self-evaluation procedures, which inform all school improvements and refine the work in the school, and, through this, governors have gained a very good understanding of its strengths and weaknesses. They fulfil their role in holding the school to account for the quality of education it provides very well.
38. The school development plan is a very good document that demonstrates a clear vision for raising standards. Achievable goals have been set, timescales are realistic and methods of monitoring progress towards the goals are clear. The pupils, parents, staff and governors have all made important contributions to the plan.
39. The induction programme for staff is very good and this has a significant impact on the strong team spirit in the school. Performance management procedures are good and staff undertake training to develop both their own professional needs and those of the school improvement plan. The school runs smoothly through effective procedures, so that day-to-day routines are familiar to staff, parents and pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	336,592	Balance from previous year	24,008
Total expenditure	331,982	Balance carried forward to the next	28,618
Expenditure per pupil	2,744		

40. Control of the school's finances and the day-to-day management of finance are very good and detailed analysis of spending is carried out regularly. Best value is sought by the governors at all times when considering the purchasing of goods or services. Financial planning is related through the school development plan to the school's educational priorities. For example, governors are committed to providing all pupils with very good information and communication technology equipment to ensure they are kept up-to-date with modern technology, in order to develop the skills they will need in the future. The relatively high amount of money carried forward to this financial year was for unpaid bills associated with the new library and computer suite. In common with most small schools the funding for each pupil is quite high but, nevertheless, the school uses its funding to very good effect.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Planning for lessons is not precise enough to ensure that all children achieve as well as they could; some free choice activities are over directed, whereas, the purpose of others is not made clear so children tend to drift and do not use the time productively.
- There are very good links with pre-school and parents before children enter school.
- There are very good resources to support learning in the classroom.
- Resources for outdoor play are generally good, but there few facilities for children to develop their physical skills through the use of resources such as, tricycles, bicycles and scooters.
- Whole class oral work is well planned in mathematics lessons.
- There are good procedures for assessing and recording children's attainment.
- The classroom assistant provides good support for children and the teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Commentary

41. Children make very good progress in developing independence and self-confidence. They settle into school and quickly learn the routines, how to share and take turns. They listen well to the teacher and are eager to contribute their own ideas and answer questions. Children behave well. They take care of their own toilet and hygiene needs and soon learn to dress and undress themselves with little adult help. Children concentrate well and persevere with tasks for a good length of time when they know what is expected. When they are unsure of what the teacher expects they drift uncertainly. They play well together, co-operating on joint projects, such as 'taking a flight' in an aeroplane created with blocks and chairs. Children take very good care of materials and equipment. They tidy away willingly and quickly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Commentary

42. Children's early reading skills are developed very well through regular story sessions. Good questioning skills by the teacher help the children recall the stories and make suggestions about what might happen next. All children take picture or reading books home. Parents help their child choose new ones when they come into the classroom in the morning. Volunteer adults help staff listen to children read on a very regular basis. Children develop their vocabulary as they are introduced to new words through stories and discussion during their play activities. Children practise phonic skills by writing the letter shape, learning its name and sound and naming words which begin with that sound. There are good opportunities for developing writing skills. A writing table is set out as an office with a variety of mark makers, different papers and a range of child-safe equipment. Children are encouraged to form letters correctly. They trace their names at the beginning of the day and practise writing them independently on white boards. They all recognise their own name and some write it independently.

MATHMEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Commentary

43. Oral work is planned well so children enjoy joining in singing and action counting rhymes to practise counting forwards and backwards. Questions are carefully directed to individual children so that the less confident have success and the most able are suitably challenged. This was particularly notable when children had to identify a number from one to 20, either directly, or by saying which number is one more or less than a given number, and choose the correct number for a number line. The most able children were asked what number is two more than a given number. In group tasks, the less confident children continued to practise number recognition and counting to five, whereas, the more confident children were combining two sets and calculating the total. This part of the lesson lasted rather longer than children's attention span.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

44. Little teaching was seen during the inspection on children's knowledge and understanding of the world so a secure judgement cannot be made. Children come to school with a good general knowledge for their age. Many of them have enjoyed visits to other places in this country and abroad. They are given opportunities to re-enact these experiences and use their imagination through role-play and dressing up. Children use the computer with confidence, selecting programmes for themselves and printing their work independently.

PHYSICAL DEVELOPMENT

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

Commentary

45. Children have good opportunities to develop fine motor skills by using scissors, glue, thread and tools for woodwork. Children are encouraged to hold pencils and other markers correctly. There are plenty of jigsaws and construction kits to encourage good manipulative control. Children use the large equipment in the hall to develop climbing, balancing and jumping. These activities are not challenging enough for most of the children. There are not enough facilities for children to develop physical skills and control through riding, pushing and pulling large wheeled vehicles.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Commentary

46. In the lessons seen, children had limited opportunities to experiment freely with the art materials provided. They were given tasks using the materials on each table. There is a good range of materials and media for use. On other occasions children may be free to use these in their own way. In a music lesson, children were provided with a percussion instrument each, which, remarkably, they did not fiddle with until told to do so! However, despite this very good behaviour, there were too few planned opportunities for them to experiment properly with these instruments, to try out making tunes on the xylophone or develop their sense of rhythm. Children know a good range of rhymes and songs, which they sing tunefully and enthusiastically.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good** and a strength of the school.

Main strengths and weaknesses

- Pupils' attainment is high, especially in reading and writing.
- All groups of pupils achieve very well.
- Teaching and learning are good.
- Pupils with special educational needs make good progress.
- The subject is well managed.
- Teachers have very good records of what pupils know, understand and can do.
- The school has seen the need to raise pupils' speaking and listening skills to match the other areas of English.

Commentary

47. Standards in English have greatly improved since the last inspection. Pupils' speaking and listening skills are above average. Throughout the school staff work hard to ensure that pupils have many chances to develop the skills of speaking and listening. The programme the school has adopted to develop pupils' thinking skills is having a great impact on the development of pupils' speaking and listening skills. As a result nearly all pupils speak clearly and coherently, making themselves heard and understood, and listen attentively to their teachers and each other. In classes, pupils have time to share their news and teachers ask questions to extend what they say. Pupils share their ideas and thoughts in lessons and this also makes a good contribution to their social skills. Teachers use many good subject related words and general vocabulary in all lessons, and adults encourage pupils to ask if they do not understand a word.
48. Pupils make good progress in reading, as they move through the school, and many attain standards that are very high. Standards are such because teachers give pupils work that is at the right level of difficulty. Through group reading, teachers extend pupils' comprehension skills well. For example, in Year 6, pupils begin to understand some of the less obvious meanings that writers hint at in their books and refer to the text when explaining their thoughts on situations and characters.
49. Pupils are taught the sounds of letters from a young age. This knowledge helps them read new words with little help. Most pupils have a good knowledge of non-fiction books and say they use them for research; they know and understand from an early age the words 'contents' 'index' and 'glossary' when referring to them. The school encourages a reading culture and offers certificates and prizes for good efforts. The practice and help pupils receive at home with their reading is invaluable in developing reading skills.
50. Pupils' attainment in writing is above average. However, the school has identified that standards in writing are not as good as in reading so have put in strategies to improve these, one of which is to use writing skills more widely across the curriculum. In Year 2, most pupils write well-sequenced stories and spell many words correctly. Pupils respond well to teachers' comments and they improve the standard of their work as they learn to check it for mistakes. In Year 6, many pupils choose their words with care. They write interesting accounts of things that have happened. Standards of handwriting and presentation are generally good because teachers insist on good standards. As a result, most pupils write using a neat consistent style. This is an improvement since the last inspection. Pupils' standards of spelling are generally good by the end of Year 6. Pupils systematically learn basic and more complex spelling patterns as they grow older.
51. The work of support staff has a positive effect on the progress made by pupils, particularly those with special educational needs. Pupils are supported well in English lessons. Work is

interesting and support staff and teachers effectively provide the support needed to help pupils learn. Consequently, pupils of all abilities achieve very well, make good progress and take a full part in lessons.

52. The quality of teaching is good and, frequently, very good. This is reflected in the good progress made by all pupils. Teachers plan well for the different ages and abilities of the pupils in their classes. They have a good understanding of how to teach reading and writing and take every opportunity to develop pupils' speaking and listening skills. Teachers use interesting and varied vocabulary to promote pupils' interest in new words and introduce the correct grammatical terms when needed. They use skilful questioning techniques to draw out pupils' thoughts and ideas and explain individual and group tasks very well. Very occasionally, teachers spend too much time explaining and developing skills so that the pupils do not have enough time to use and practise them in their individual work. Teachers mark pupils' work well. They show pupils how they could improve their work and insist on pupils making corrections when necessary. Homework is used effectively to support pupils' work in school.
53. The leadership and management of English are good. The co-ordinator is knowledgeable and enthusiastic and has a clear view of the strengths and needs in the subject. She has developed very good schemes of work for the mixed age classes so that skills are developed systematically as pupils move through the school. The school has very good records of what pupils know, understand and can do. Teachers' planning and pupils' work are checked regularly. The headteacher observes lessons and feeds back to the subject leader what needs improving further. The library is a very valuable asset and is stocked with a good range of books.

Language and literacy across the curriculum

54. The National Literacy Strategy works well in all classes. Teachers have adapted it effectively to help pupils learn. Pupils put their literacy skills to good use in other subjects, such as science, geography and history. Pupils in Class 4 had made leaflets advertising the 'Black Country Museum' which they had visited in connection with their history studies. Good links with other subjects are often made in literacy lessons; for example, pupils often read and study texts which are directly related to topics they are studying in other subjects.

MATHEMATICS

Provision in mathematics is **very good** and a strength of the school.

Main strengths and weaknesses

- Standards are very high.
- All pupils achieve very well because of the good teaching and learning.
- Use of information and communication technology is under-developed.
- There is good emphasis on applying mathematical understanding to problems.
- Pupils know what to do to improve.

Commentary

55. Standards in Years 2 and 6 are well above average and have improved since the last inspection. In 2003 national tests, all pupils reached the expected standard; nearly half of the pupils Year 2, and about two-thirds of those in Year 6, achieved higher levels. All pupils make very good progress and achieve very well. Teaching assistants support pupils very well in lessons so that pupils from ethnic minority groups or those with special educational needs achieve as well as their classmates. There is no significant difference between the achievement of boys and girls. Teaching in separate year groups contributes to the high achievement.
56. Teaching seen was always good and very good in most lessons. Lessons are evaluated and pupils' understanding carefully monitored. Subsequent lessons are planned so pupils build

successfully on what they already know and can do. Pupils' attitudes to learning are very good although in some classes their over eagerness means they do not always settle down quickly enough. Lessons are brisk and questions carefully targeted so that lower-attaining pupils are as well catered for as the most able.

57. Pupils have a good understanding of number relationships, including recall of times table facts. They use this competency to solve mathematical problems. A good feature of all lessons is the opportunity and time given for pupils to explain their thinking so that different methods of solving problems are shared with the whole class. Although the most able pupils are suitably challenged in most lessons, sometimes they are required to work through the same work as the rest of their group before tackling more challenging tasks. They do not always have time to tackle the extension tasks before the end of the lesson. Whilst it may be necessary to check their competence they could move on to the extra challenge more quickly.
58. Opportunities to use computers to support mathematics lessons are built into planning, but their use is not yet integrated well enough into their learning.
59. Teachers' marking is constructive and sometimes involves dialogue in their exercise books. Targets for the next stage of development are included in all pupils' books and are regularly reviewed. Assessment is rigorous and results of tests are carefully analysed to see if there are any areas which need special attention. Pupils are clear about how well they are doing. Lessons objective are revisited at the end of lessons and pupils record how well they feel they have achieved, this also helps teachers accurately target subsequent lessons.
60. Resources to support all areas of mathematics are very good. The subject has been managed well by the headteacher. A new subject leader has been appointed from the beginning of next term, and the school hopes that leadership in the subject will be strengthened.

Mathematics across the curriculum

61. Pupils use their mathematical skills regularly in other subjects such as when making different measurements in science and recording them in tables for converting into block, pie and line graphs. In geography they use different scales to calculate distances and co-ordinates to identify locations.

SCIENCE

Provision in science is **very good** and a strength of the school.

Main strengths and weaknesses

- Pupils achieve very well as a result of very good teaching throughout the school.
- There is very good use of a practical and investigative approach to learning.
- Teachers mark pupils' work conscientiously so pupils know how well they are doing and how to improve.
- Use of information and communication technology is not yet fully integrated into practice.

Commentary

62. Standards in Year 2 are above average and have improved since the last inspection. Teaching is very well planned to link with other areas of the curriculum. Pupils relate learning in other lessons and apply this knowledge and understanding to the new work. Lessons are lively, interesting and well paced so pupils maintain very good concentration, listen carefully and are eager to participate. These positive features contribute to pupils' very good achievement. Pupils in Year 6 have maintained these good attitudes; teaching continues to be very good in junior classes so attainment by the end of Year 6 is very high. There is no significant difference between the achievement of boys and girls. The recently adopted programme to develop pupils' thinking skills ensures more able pupils are appropriately challenged to broaden

and deepen their knowledge, understanding and ability to analyse the significance of their work. Pupils from minority ethnic groups and those with special educational needs achieve equally well.

63. In all lessons seen during the inspection teaching was very good. Teachers' knowledge and understanding is of a high order. Planning showed a clear focus, lessons were very well prepared and good links were made with other subjects. Teachers provide very good opportunities for pupils to investigate for themselves within the framework of the learning objectives. Pupils decide how they will carry out investigations and record their findings. Younger pupils are articulate and use appropriate vocabulary to explain what they are doing, why they are doing it and what they have discovered. Older pupils have developed very good habits, they apply checks during investigations to ensure that everything is working properly, that testing is fair and their results are reasonable. They repeat tests if appropriate. Pupils are given very clear instructions, but their thinking is not constrained by over prescription so they design their own, sometimes ingenious, experiments. Links between subjects means that investigations have a real purpose to them. By the end of Year 6, pupils have developed a very good scientific approach. Investigative work is better than seen in many schools.
64. Since the last inspection there have been improvements in:
- standards at the end of each key stage;
 - the quality of teaching throughout the school;
 - the subject scheme of work.
65. The subject leader is knowledgeable and enthusiastic and inspires pupils and teachers alike. The revised scheme of work includes planned use of information and communication technology. This is at an early stage of implementation because the suite has only recently been completed. The school has created enrichment opportunities for the curriculum, through a science club for younger pupils, and visits through the Local Education and Business Link service for all pupils. Assessment procedures are good. Results of ongoing assessments, annual and national tests are carefully analysed to see if adjustments or improvements are needed to the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Leadership and management by the subject leader are very good.
- Resources are good.
- Teaching is good, ensuring that pupils learn skills and use them effectively.
- Although there are good examples of information and communication technology being used across the curriculum, this needs further development.

Commentary

66. Standards throughout the school are at least in line with those expected and have improved since the last inspection. Resources have improved considerably and teachers' knowledge is better.
67. Teaching is good overall, enabling pupils to improve and use their skills in appropriate activities. Teachers build on pupils' skills systematically so that all pupils are challenged, including those pupils who use computers regularly at home. Pupils in Year 6 made good progress in their learning as they developed their skills in making multi-media presentations. They achieved well because they were well motivated, the teacher had high expectations, good subject knowledge and there were good opportunities for them to evaluate presentations and suggest improvements. In their lesson, pupils in Years 3 and 4 were learning that information and communication technology can be used to present information in a variety of ways. For

example, they used different fonts and colour effects and learnt and achieved well because they were given good opportunities to practice and develop these.

68. The subject leader provides very good support for teachers. All training undertaken by her is shared with staff to increase their confidence. Resources are good and the school has very recently started using the new computer suite of 17 computers. This means that pupils work in pairs on a computer when working as a whole class, or when pupils are taught as year groups, as with Years 5 and 6, each pupil can have the sole use of a computer. However, it is an expensive resource and currently is not being used as fully as it could be. There is also an interactive whiteboard in the library and plans are in hand for every class to have one. The school is also fortunate in having two digital cameras and six movie cameras. There are a good number of examples around the school that these are being used to good effect. The Parents', Friends' and Teachers' Association was very generous in providing £12,000 to help to purchase these resources.

Information and communication technology across the curriculum

69. There are some good examples of information and communication technology being used across the curriculum, especially in English, and plans are in hand to develop this further now the school has the resources.

HUMANITIES

70. In humanities, no lessons were seen in **geography** so it is not possible to form an overall judgement about provision. Provision in **history** is **very good**. In the lessons observed, standards were well above expectations and teaching was very good, with some outstanding teaching seen. Teachers plan lessons in detail, ensuring that each lesson builds on what pupils already know and understand. Appropriate links with other subjects are carefully built in, such as through art and music. Literacy skills are practised through research tasks, writing for different purposes and opportunities for shared discussion and more formal debate. The Thinking Skills programme is helping pupils develop good skills in brainstorming and meaningful discussion.

Example of outstanding practice

A very impressive demonstration of the 'thinking skills' approach to learning, during a history lesson for pupils in Years 5 and 6, which related to the development of debate strategies and speaking and listening skills.

Pupils have been introduced to a process for developing their thinking skills, through the wearing of coloured hats. Each hat colour represents a different point of view, or role in the discussion: current knowledge; benefits; problems; alternatives; feelings; and organising and managing the discussion. The history lesson began with a brisk recap of what pupils already knew about travel in Victorian times. The thinking skills process was used to debate the effects of the development of the railways for people and the environment. Each group of six pupils quickly organised themselves into the individual roles. Pupils used reference books to gather information to support their adopted point of view. Discussion in each group was disciplined and organised without the need for adult intervention, except for the occasional addition of an extra idea. The quality and intensity of debate was impressive. By the time groups reported back, all pupils had acquired extensive new knowledge, understanding and appreciation through their own interest and effort. They had all contributed to the group's ideas and listened intently to each other's points of view. During the reporting back session, pupils listened to each group's arguments. This was an excellent illustration of the effectiveness of the thinking skills approach to very effective learning.

71. Homework is used very well to set half-term projects to support learning in school. Teachers prepare detailed guidelines on what they expect, which helps pupils and gives parents guidance on how they might help their children. The standard of these projects is very good. **In history**, pupils enjoy the topics and work very hard both in school and at home. They achieve very good standards in knowledge and understanding of chronology. In an activity introduced by the inspector, a mixed group of pupils in Year 6 correctly identified artefacts from different periods. One pupil dated them almost exactly. Pupils recognised a Roman lamp as a

replica. They used their knowledge and spotted detail clues. The level of discussion and deduction during the process was very impressive.

72. **In geography**, pupils in Year 6 correctly described the landscape represented by an Ordnance Survey map using their knowledge of contour lines to describe the changes in elevation and degree of slope. They used correct vocabulary in relation to the river. When asked which of two locations would be better for building a dam to create a new reservoir, the pupils presented good arguments for and against each site and were able to make a choice of the least damaging to the local community. This was another example of the value of the 'Thinking Skills' programme. From the evidence available, standards in geography would also appear to be above expectations.
73. Although pupils use information and communication technology for research work on the Internet its use is not yet fully integrated into either subject.
74. **Religious education** was not part of this inspection and will be inspected separately by a team from the diocese.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Pupils use a wide range of materials in their work.
- Teachers make effective links between art and other subjects, to make pupils' work meaningful.
- An experienced and well-qualified teacher manages the subject well.
- Teachers show they value pupils' work by displaying it attractively.

Commentary

75. Standards in art in Years 2 and 6 are as expected for these age groups, although there were examples of work of above expected standards in displays. Pupils enjoy artwork and, as a result, many achieve and progress well. In one lesson, the pupils in Years 1 and 2 were enlarging sections of a painting by Monet, mixing colours effectively to match those in the picture. The work of most of the pupils in Year 2 was above expected standards.
76. Work on display and in sketchbooks shows that pupils develop and use their skills appropriately as they move through the school. Pupils experiment with colours, mixing and matching them, using colour to show different textures and to produce different tones. They use a good range of materials effectively in their work, such as pencil, paint, chalk, pastel and wax crayons, string and other materials for printing, and paper and fabric for collage work.
77. Pupils' study of the work of other cultures and artists contributes well to pupils' cultural development. Some African figure paintings displayed in the hall were lively and expressive and were inspired by a contemporary artist in the pupils' work with a visiting artist.
78. Other work in photographs shows that pupils produce an appropriate range of work in three dimensions. Pupils in Year 3 had crafted large sculptures, inspired by those they saw at Warwick University, and pupils in Year 2 had made clay models for their 'Shoe Box Christmas Cribs'. When possible, teachers make effective links with other subjects. For example, pupils in Years 1 and 2 made some accurate observational drawings of skeletons, using chalk on black paper to illustrate their science work.
79. Two art lessons were observed and the quality of teaching in both was very good. It is clear from these lessons and work on display that teachers teach skills successfully and build on these systematically, as pupils move through the school. Much of the pupils' artwork is

enhanced by the careful and imaginative way the teachers display the work, showing that they value the pupils' efforts. For example, the Christmas Icons that the pupils in Years 5 and 6 had painted, with a visiting artist, had been laminated to preserve them and were displayed to good effect in the hall.

80. The leadership and management of the subject are good. The subject leader is well qualified and has a great interest in art and design. She has clear ideas and plans for developing the subject. She provides good support for other teachers and one said she had valued the experience of working with her. The resources are satisfactory overall and specialist needs are being built up as they are required. Pupils, when appropriate, make visits to art galleries to see the work of other artists. They have also benefited from working with an artist who has made several visits to the school. The artwork pupils undertake makes a good contribution to their cultural and multi-cultural awareness.
81. There were no opportunities to observe **design and technology**, as no lessons were taught in the week of the inspection. As a result no judgement can be made on standards or the quality of provision. However, there are good examples in classrooms and around the school of models that have been made from different materials using pupils' own designs. For example, pupils in Year 2 had recently made musical instruments from a wide range of materials of which they were very proud. Leadership and management are satisfactory, as are resources.
82. No lessons were observed in **music**, as it was not a focus subject for the inspection. However, it is clear that music has a high priority in the school. In assemblies the standard of singing was of above average; the pupils sang in tune with good diction and, in two and three parts, with great enthusiasm. This was also evident when listening to the choir, which is very popular, and which any pupils can join. The provision for the large number of pupils (75 per cent) who receive individual and group tuition from peripatetic music teachers, in a wide range of instruments, is very good. All pupils have the opportunity to learn to play the recorder. The subject leader leads the subject well and teaches pupils in Years 3 to 6 one afternoon a week, which gives them the benefit of her expertise. The school provides a good range of extra musical activities for pupils to take part in, clubs run out of school hours and visiting musicians who share their expertise with the pupils. The orchestra and choir make regular performances both in school and at other venues.
83. There was insufficient work seen in **physical education** to make a judgement on standards or the quality of provision over all areas of the subject. Although the quality of teaching was satisfactory overall, and standards as expected in the three lessons observed, it is clear that teachers do not have the great confidence to teach gymnastics and dance as they do in other subjects. For example, in one gymnastics lesson, despite there being a wide range of ability in the class, the teacher did not give sufficient challenge to the more able pupils through developing their skills on the apparatus. The school is aware of this and has appointed a specialist subject leader for next term to support the development of the subject, especially gymnastics and dance. The school is part of the School Sports Co-ordinator programme and the subject leader will benefit from courses to provide further support in school. Resources are good. However, the space in the hall is relatively small for the larger classes in Years 3 to 6, and this is cut down even more because the drum kit, piano and musical equipment are stored in the hall. All pupils have the opportunity to take swimming lessons in Key Stage 2. Extra-curricular activities are good and pupils have opportunity to play competitive team games and to take part in after school clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

84. No lessons were seen in this area of the school's work, therefore, no judgements are made about overall provision. The school sees pupils' personal development as an important part of its work. The programme for personal, social and health education is very good and includes work on diet, health, sex and relationships, drugs and personal safety. These, together with the introduction of a 'Thinking Skills' programme, help pupils develop a safe and healthy life

style, gain confidence and interact well with others. It is well supported by visits from outside agencies and parents with specialist skills and knowledge. The school council provides all pupils with opportunities to take part in democracy at first hand.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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