

INSPECTION REPORT

BANKS METHODIST SCHOOL

Banks, Southport

LEA area: Lancashire

Unique reference number: 119405

Headteacher: Mrs J Morris

Lead inspector: Mr S Bywater

Dates of inspection: October 13th and 14th 2003

Inspection number: 255418

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 30

School address: Chapel Lane
Banks
Southport

Postcode: PR9 8EY

Telephone number: 01704 227323

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Appropriate authority: The governing body

Name of chair of governors: Mr R Wignall

Date of previous inspection: April 1998

CHARACTERISTICS OF THE SCHOOL

Banks Methodist Primary is a very small school about 3 miles to the east of Southport. There are 30 pupils aged four to 11 years. The school draws pupils from surrounding areas although a few transfer from outside catchment. The percentage of pupils entitled to free school meals is 11 per cent and below the national average which is 18.3 per cent. All pupils are of white British heritage and all pupils speak English as their first language. Eight pupils (26 per cent) are on the special educational needs register which is above average. One pupil has a statement of special educational need. Their needs vary; some have learning difficulties others have physical or other needs. Attainment on entry to the reception class at the age of four includes the full range of attainment from well below to well above average. However, for the past two years attainment on entry has been below average overall. The school functions in two classes. Reception, Year 1 and Year 2 pupils are in one class, Years 3 to 6 pupils in the other.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Mr S Bywater	Lead inspector	Mathematics
			Science
			Information and communication technology
			Art and design
			Design and technology
			Personal, health and social education
			Music
			Physical education
			Foundation Stage
			English as an additional language
19443	Mrs N Walker	Lay inspector	
02893	Mr J Manning	Team inspector	English
			History
			Geography
			Special educational needs
			Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils achieve well. There is good teaching which ensures that all pupils, including those with special educational needs make good progress. By the end of Year 2 and Year 6, the majority of pupils' standards at least meet national expectations in all subjects. Relationships throughout the school are very good and pupils have very good attitudes. There is a 'family' atmosphere where pupils behave very well. The leadership and management of the school are good. The headteacher provides clear educational direction. Due to very high costs, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is good and pupils make good progress overall.
- Children of reception age do not have enough opportunities for independent learning and their personal, social and emotional development is not promoted sufficiently.
- The provision for pupils with special educational needs is good.
- The headteacher is an effective leader and is determined to raise standards.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils have a very good attitude to learning, relationships are very good and pupils behave very well.
- The quality of care is good.

The school has developed well since the last inspection in April 1998. Assessment has improved and is now very good. The governing body now fulfils its statutory responsibilities by being directly involved in development planning, budget setting, target setting and the critical review of achievements. With only two full time staff it is not easy to distribute the heavy workload of managing a primary school. However, there is equitable delegation of curriculum and management responsibilities and effective monitoring of teaching and provision now that the headteacher has a little time out of the classroom. Detailed written guidance for all subjects is now in place. A substantial investment in computers, staff training and a computer suite have helped standards to rise in information and communication technology (ICT).

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	C	D	E
Mathematics	A*	E	D	D
Science	C	E	E	E*

Key: A very high (top 5%); 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.

Reception children achieve satisfactorily and children achieve well in the infant and junior classes. With very small numbers of pupils in each year group it is difficult to compare the school with national benchmarks and caution is needed in interpreting such data, since one child this year for example is the equivalent of 25 per cent. The table shows that in the 2003 national tests pupils' performance in English was below the national average in English and mathematics and well below average in science. When compared with similar schools, performance in mathematics was below average, it was well below average in English and very low in science. However, a significant number of pupils in last year's Year 6 had special educational needs. Many had joined the school late in Year 4 or Year 5. The schools national results for Year 2 and Year 6 pupils over the past few years show that a large number of pupils are attaining beyond the levels expected, particularly so in mathematics, whilst very few over the past few years have failed to achieve the expected level for

their age. The current Year 6 has only 4 pupils and they are attaining well for their age. Pupils in Year 2 should achieve 'at least' the expected level in reading, writing and mathematics. More able pupils are effectively challenged and lower attaining pupils, including those on the special educational needs register, are also making good progress because of the quality of support which is provided for them. Children enter the reception class with standards which are best described as below average but include the full range of attainment. By the time they reach Year 1, most are on course to reach the goals expected for their age in most areas of learning but some may not do so in their personal and social development.

Pupils' personal qualities including their spiritual, moral, social and cultural development are very good. The school has a Christian ethos and pupils are thoughtful and reflective. Older pupils show a caring and responsible attitude towards others and set a good example to younger children. Pupils' understanding of different cultures is effectively broadened by their work in religious education, geography and links with schools in Uganda and with children's organisations in Belarus.

The school has high expectations for pupils' conduct and promotes very good relationships within school. Pupils have a very good attitude towards school and their behaviour is very good. The attendance rate is well above the national average. Pupils enjoy coming to school.

QUALITY OF EDUCATION

The quality of education is good because teaching is effective pupils are keen to learn from the rich curriculum on offer.

The quality of teaching is good overall. Throughout the school, teachers have very good relationships with pupils and manage them well. They help to raise pupils' self-esteem and self-confidence. Pupils are keen to learn and clear about what is expected of them. The weaker element of teaching concerns children of reception age. They have insufficient opportunities for independent learning. The teaching of literacy and numeracy skills is good. A balanced range of very good assessment strategies gives teachers a comprehensive overview of pupils' attainment as pupils move through the school. Pupils with special educational needs are taught and supported effectively. Good individual education plans and targets for improvement are used well by teachers to help them to plan appropriate learning experiences for them.

The school provides a good range of opportunities to develop learning. There is a well-balanced curriculum and a good range of activities after school and at lunchtime. The school provides a very high level of care for the emotional and physical needs of its pupils. Information to parents is very good and parents raise significant funds to benefit the school. There are very positive links with the community and the relationships with other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is good. The leadership of other key staff is good. There is a well-established team approach with a shared vision for improvement and a determined focus on raising achievement. The overall management of the school is good. Management systems are good with clear roles and responsibilities for staff to monitor the quality of education and good involvement of all in school development planning. Management of special educational needs is very good. The governance of the school is satisfactory. Governors are well intentioned and do a lot for the school. They are fully committed to supporting the school in raising standards but could be a little sharper in holding the school to account for its effectiveness.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A very large proportion of parents expressed very positive comments about the information that they receive from school and the ease with which they could approach the school over any concerns.

Pupils have very positive views about the school. They speak enthusiastically about their teachers, their lessons and their appreciation of the close family atmosphere.

IMPROVEMENTS NEEDED

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

- improve the provision for the personal and social development of children of reception age and increase the opportunities for their independent, investigative and exploratory learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children enter the school with below average levels of attainment. Progress is currently steady in the reception group of pupils but between Years 1 and 6 pupils **achieve well** as they progress through the school.

Main strengths and weaknesses

- Pupils achieve well throughout the school in English, mathematics and science.
- Children in the Foundation Stage¹ make slower than expected progress in their personal and social development. There is insufficient emphasis on investigative and exploratory learning.
- Pupils with special educational needs make good progress in their learning and achieve well throughout school.
- Good provision in science includes a strong emphasis on investigational activities.

Commentary

1 There are only five children in the reception group and this includes a wide range of attainment on entry. Although some are high attainers, for the past two years, some children have entered the reception class with lower levels of attainment than normally expected and demonstrate skills substantially below those expected for their age in areas of personal, social and emotional development. This is partly due to the majority of children receiving no pre-school education. The arrangements for children in the Foundation Stage of their education are satisfactory overall but there are weaknesses. Children often have good teaching and achieve well. Language and literacy are strong features and children achieve well in their reading and more formal speaking. However, there are too few opportunities for children to speak and write in informal situations. Children achieve well in their numeracy. The curriculum is enriched by visits and visitors but children need much more opportunity to play in sand and water and to develop their creative imagination through role-play. If children maintain their current rate of learning, most should enter Year 1 at nationally expected levels in all but the area of personal, social and emotional development. Some children are finding it difficult to settle and concentrate well.

2 Because the school has very small groups of pupils in each year it is difficult to use comparative data to try to make judgements about standards compared with national results or those of similar schools. However, the schools national results for Year 2 pupils over the past few years show that a large number are attaining beyond the levels expected, particularly in mathematics, whilst very few over the past few years have failed to achieve the expected level for their age. There were seven pupils who took the national tests in 2002. The present Year 2 is made up of 3 pupils who write with confidence and read well. They are also capable mathematicians who should achieve at least the expected level in reading, writing and mathematics. Children achieve well in the infant class.

3 There is good progress in Years 3 to 6, with the optional national tests and analysis of Year 6 results showing that a large proportion achieve well. The lower standards attained in 2003 were because a significant number of pupils in last year's Year 6 had special educational needs. Many had joined the school late in Year 4 or Year 5. In fact, only 3 of the 12 pupils had been in the school when they took their Year 2 tests in 1999. A scrutiny of the results indicates that some of these pupils made remarkable progress and the school is justifiably pleased at the outcome of the tests.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world and physical and creative development.

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

Standards in:	School results	National results
English	25.5 (27.7)	26.8 (27.0)
Mathematics	26.0 (25.0)	26.8 (26.7)
Science	26.8 (27.0)	28.5 (28.3)

There were 12 pupils in the year group last year but fewer than 10 in previous years

4 The current Year 6 has only 4 pupils and they are attaining well for their age. The overall picture in the juniors is one of pupils attaining highly, making good progress and achieving well. More able pupils are being effectively challenged and lower attaining pupils, including those on the special educational needs register, are also making good progress because of the quality of support which is provided for them.

5 The standard of work in writing is often good. Pupils develop interesting and exciting ideas in their stories because of the creative effort they put into them. Pupils are successfully able to create characters and write stories with imaginative twists by the time they are in Year 6. The vast majority enjoy their reading and can talk with authority about the range of books they read. Many are reading well in advance of their chronological age by the time they leave school. Pupils develop a secure understanding of number and make good use of this as they solve problems. Discussion with the higher attaining pupils in Year 6 shows that they cope very well with multi-step problems, requiring them to organise their work so that they know which numerical operation to apply to each situation.

6 The majority of pupils achieve standards in science which are at least in line with those expected nationally by the time they leave the infants and juniors. A very positive feature is the ability of pupils throughout the school to carry out investigations and record their findings. Pupils in both the infants and juniors achieve and build very well on their prior scientific knowledge. In information and communication technology, standards are in line with national expectations by the end of Year 2 and Year 6. Pupils have acquired sound skills and apply them in other subjects. In religious education, pupils are on course to achieve standards which meet the expectations of the locally agreed syllabus by the end of Year 2 and to have exceeded them by the end of Year 6. Due to the limited time in school it was not possible to make firm judgements in most other subjects. However, history work was particularly good in the junior class.

7 Pupils with special educational needs make good progress towards their individual education plan targets because of the high quality of support they receive from teachers and support staff. These pupils have positive attitudes to their work. They concentrate well, for example in sessions working on spelling and reading programmes with the special educational needs co-ordinator.

Pupils' attitudes, values and other personal qualities

- Pupils' attitudes, values and personal qualities are **very good**. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Attendance is **well above the national average**.

Main strengths and weaknesses

- Pupils are hard working and enjoy their time at school
- Behaviour and relationships are very good
- Pupils develop very good personal and social skills
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Attendance and punctuality are very good

Commentary

8 Pupils express satisfaction with what the school provides and they work very hard in lessons and for homework. Teachers set interesting work and pupils are keen to present their ideas in a way that others will appreciate. Many of the individual projects undertaken by older pupils show that they spend time and take care in their work. Their enjoyment is shown in their very good attendance and in end of term celebrations such as the “This is your life” presentations. Here the whole school gathers to recognise the personal qualities that pupils about to leave have developed.

9 The children in the reception class have satisfactory attitudes to school. They are polite, courteous and helpful. However, in lessons some children, especially those with special educational needs do not concentrate for significant lengths of time. As a result their behaviour deteriorates. Most children like the staff and respond positively to the high levels of care and attention they receive from everyone they meet in school.

10 In Year 1 to Year 6, behaviour is very good in the playground and in lessons. There have been no exclusions in recent years. Teachers have high expectations of pupils and response is very positive. Older pupils take care of younger ones and show very mature attitudes such as quietly calming them down when they become boisterous during play times. Girls and boys play well together at football and all are taught the importance of turn taking and showing kindness to each other. In assemblies and in lessons such as religious education and personal, social and health education (PSHE) the practice is reinforced throughout school.

11 Pupils relate very well to adults. They are polite and are used to talking with them sensibly. This is promoted in geography where a local councillor discussed the importance of consultation when planning a new by-pass. They learn excellently from the community in which they live and parents are keen to add their contributions too. There is a deep feeling that everyone connected with the school displays a clear sense of belonging to the school community. Pupils talk willingly about their school and the activities they enjoy.

12 Pupils’ spiritual development is very good. Pupils know that they will be listened to and they will not be put down. The school has a definite Christian ethos and pupils are thoughtful and reflective about their actions. Pupils’ moral development is very good. The school council discusses issues including school matters and fund raising. Social development is very good. For example, older pupils show a caring and responsible attitude towards others and to set a good example to younger children. Pupils’ cultural development is very good and developed, for example, through their work in art and listening to the works of famous composers. From religious education lessons they understand that different cultures have different faiths and beliefs, and links with schools in Uganda and with children’s organisations in Belarus broaden their cultural perspective.

Attendance

The high levels of attendance have been maintained since the last inspection and they continue to be well above national average. This high level is due to:

- the pupils themselves being keen to come to school; and
- the responsible attitude of almost all parents who ensure that their children are not taken out of school for holidays during term time

13 Unauthorised absence is well below national average. Punctuality to school is very good. The school promotes and monitors attendance very well. The impact of this is that the school has worked hard with its parents to maintain levels that are above national average. Additionally, the school promotes and monitors behaviour very well through the very good provision of social and moral development and the way that it is implemented.

Attendance in the latest complete reporting year

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British

No of pupils on roll
30

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall. The school provides a rich learning experience for pupils for pupils in Years 1 to 6 but there is room for improvement in the Foundation Stage.

Teaching and learning

The overall quality of teaching is **good** and as a consequence the quality of learning is also **good**. Assessment is **very good**

Main strengths and weaknesses

- Teachers have high expectations, both of what pupils can achieve and how they should behave
- Some staff do not place sufficient emphasis on investigative and exploratory learning of pupils of reception age.
- Teachers' subject knowledge is secure and they use very good resources
- Teachers plan very well for different ages and abilities in Year 1 to Year 6
- Support staff and teachers effectively develop pupils' self confidence through their support and very good relationships.
- Regular very good quality assessment procedures are used to ensure pupils make good progress towards their targets.
- Pupils with special educational needs are taught well because teachers refer to the clear targets on individual education plans and work set at the correct level.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	5	9	1	0	0

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

14 Classroom organisation and management are very effective, and with the exception of children in the reception group, teachers give very good consideration to the needs of all age groups.

15 In class 1 which is made up of reception-aged pupils as well as pupils in Year 1 and Year 2, teaching is inconsistent, often good when taught by the headteacher but mostly satisfactory and sometimes with unsatisfactory elements for children in the reception group at other times. It is good when the teaching includes a clear explanation of the activity which successfully engages pupils' interest. This was seen in a science lesson where pupils were asked to think of a way to cool a room. The resources provided and guidance given enabled them to create a battery operated fan. Teaching is less successful when staff provide too few opportunities for children in reception to reinforce or extend their learning at a pace appropriate for their needs. The teaching is often over-structured and tasks have a narrow focus. The absence of a suitable range of activities, for example, water, sand and role play means that pupils are concentrating for too long on a single task and in such cases children lose interest. The strengths in teaching include the very good relationships created between pupils and adults. Pupils' response is very good.

16 In class 2, the use of classroom assistants is particularly good and is vital to the organisation of the class. The commitment and dedication of the adults working in the classroom is a key reason for the success. Most lessons start with pupils being gathered together. During this session, the class teacher usually leads the session and chooses resources that provide stimulation for the different age groups. Ability is the main characteristic of the group, not necessarily age. The very good classroom management of the teacher sees her give prolonged attention to one group while the others are provided with a task that they are able to start without the need for adult attention. Very occasionally some pupils sit for too long and listen unnecessarily to other groups' directions. However, little time is lost in lessons and pupils are quickly engaged in their tasks within a few minutes of moving away from the whole class setting.

17 A true strength in handling more than one age group comes from the way that the headteacher and class 2 teacher engender a real confidence amongst pupils. Teachers are good listeners and ask searching questions. They also search for additional depth in pupils' work. Pupils feel challenged and work hard. They are all keen to offer suggestions and answer questions.

18 Since the last inspection, the headteacher and class 2 teacher have developed thorough assessment systems that help the school to track the progress of pupils and thereby put a high priority on improving standards. This starts in the reception class when the teacher carefully assesses children's ability on entry to the school. Good use is made of national and optional tests to facilitate the process of checking on pupils' ongoing progress.

19 Pupils with special educational needs are taught well and achieve well because their work is carefully planned in individual education plans and there is regular tracking of their progress. Classroom support assistants liaise with the teacher to ensure that they know what activities to prepare. There are discussions after every lesson to check how well the aims were met for pupils with special educational needs.

The curriculum

Curriculum provision is **good**. It caters for the interests, aptitudes and needs of pupils. There are **good** extra-curricular activities and visits and visitors enhance pupils' learning. The accommodation and resources are **good**.

Main strengths and weaknesses

- Curriculum planning and its breadth and relevance are good.
- The opportunities for enrichment are good.
- Accommodation and resources are good.
- Curricular provision for the Foundation Stage has some weaknesses.
- Arrangements to support pupils with special educational needs are very good.

Commentary

20 The curriculum in the Foundation Stage has some weaknesses. Planning is of good quality and follows the six areas of learning leading towards the achievement of the early learning goals set nationally for children of this age. Children are well prepared for the national curriculum. However, whilst there is satisfactory provision for developing the skills of literacy and numeracy, the staff are not sufficiently focussed on developing the personal and social skills. As a result, the children are finding it difficult to settle into clearly understood routines. Overall, there is insufficient emphasis on children selecting materials and activities independently, although staff do provide a good range of adult led practical activities to reinforce and extend their learning.

21 The curriculum for pupils in Years 1 to 6 is broad, and literacy skills are reinforced across a range of subjects. The study of the Egyptians in history also provides work in art and design for pupils in the infant class who produce masks and wall paintings based on hieroglyphics. There is an obvious link between the work done on field trips to places such as Wigan Pier in history and geography. Drama is incorporated into lessons, for example, using role-play linked to the planning of a local by-pass. Young pupils answer the register in French and there is a planned programme for older ones in this subject and others to prepare them well for the secondary school. The work done in personal, health and social education (PHSE) is very good. This includes aspects of citizenship where pupils hold discussions with a local councillor and the governors, and correspond with the Friends' Association to plan small budgets. Though the use of information and communication technology is growing, there are some opportunities missed to extend pupils' learning beyond word-processing.

22 The register for special educational needs has been sensibly adapted in line with the revised Code of Practice. Individual education plans are clear and detailed with amendments where necessary to take into account the changing needs and revised targets. Communications between all agencies, including parents are very good.

23 There is a wide variety of extra curricular opportunities for pupils considering the small size of the school, and the take up is very good. Many pupils enjoy sport and music and there are art and story clubs. Pupils go on various local visits of geographical and historical interest but residential visits are not organised. Visitors to the school broaden pupils' experiences in religious education, in history, in health education and in the theatre. Many adult helpers contribute to pupils' improvement in reading.

24 The accommodation is good. Outside provision includes a very attractive garden which helps pupils to appreciate natural beauty. The buildings are well maintained and the display throughout encourages pupils to respond by setting them tasks and asking them questions. There is no separate outdoor play area but children have safe access to the school playground where they can use large wheeled toys and other equipment. The resources are good and have recently been improved by a new library area with an attractive supply of books.

Care, guidance and support

The school takes **good** care of the academic, emotional and physical needs of its pupils. Support advice and guidance are **very good** and the school acts on pupils' views.

Main strengths and weaknesses

- This is a caring school with good and effective procedures for child protection and health and safety; this aspect of school life is underpinned by the very high quality relationships that exist.
- There is early identification of special educational needs.
- The school has very good procedures for monitoring and supporting the pupils' academic progress.

Commentary

25 The procedures for child protection are effective. The school looks after pupils well at dinnertime and in the playground and midday supervisors are an effective and important part of the school community. Many examples of tender loving care towards pupils were observed during the inspection when they were feeling unwell or 'out of sorts'.

26 Health and safety is an important aspect of school life. There are proper arrangements for first aid and routine medical care, the building, grounds and equipment are regularly checked to make sure that nothing presents a hazard to children, staff or visitors and careful risk assessments are undertaken when children go out of school on trips. Staff pay meticulous attention to safe practices in lessons, such as physical education and science, and children are well supervised at all times. Appropriate procedures are in place for child protection and all staff have been suitably trained.

27 Induction arrangements for children to join school are good. There is a pre-school group meeting on one afternoon each week and the class teacher visits the children at home in the June before their arrival. She carefully records all the child's personal needs and gathers information to prepare an early assessment. Children then attend for two half-day 'taster' visits. Parents are well-informed about the school and given information about lending books and working with their children over the summer.

28 Because staff know the children very well, they are aware of individual needs and can immediately identify any change in attitude or behaviour that signals a possible problem. In their turn, children recognise the genuine care that staff show them, so they are confident to approach adults when they need help or sympathetic understanding. The school identifies special educational needs at an early stage. Teachers consult the special educational needs co-ordinator and set targets for the pupil. If the action taken is not successful, an individual education plan is put in place.

29 Pupils have a very good opportunity to express their views on all aspects of school life through the work of the school council. This is an effective body, capably run by the children themselves with minimal support and guidance from teachers.

Partnership with parents, other schools and the community

The school promotes itself **very well** to its parents and parents hold the school in very high esteem. Links with the community are **very good**. There are **good** links with other schools.

Main strengths and weaknesses

- The hard-working parent teacher association and the money that they raise for the school.
- The very good quality communication to parents and their positive views about it.
- The very good relationship with the community and the benefits received from those links.

Commentary

30 As at the time of the last inspection, the school continues to enjoy a positive relationship with parents and parents are very pleased with what it offers to their children.

31 Most of the parents who completed the pre-inspection questionnaire or attended the meeting expressed their utmost satisfaction with the school's achievements and their support for its continuing efforts to improve further. The inspection team agrees with the positive views expressed by parents. The school makes every effort to work closely with parents and is seldom disappointed by their response. Homework is set appropriately according to the child's age group.

32 The 'Friends' Association is having a very positive impact on school life in that it raises substantial funds for extra resources.

33 The school provides a very good range of written information for parents. Letters are attractively presented and written in a friendly, welcoming style that is easy to understand. The prospectus and the governors' annual report to parents, contain useful, practical information that is relevant to all parents. Parents receive detailed information about topics to be covered in lessons, and through the reading records, homework diaries and target books, parents are able to keep track of what children are learning. Two formal parents' evenings each year allow parents to discuss their children's progress in detail, but many parents take advantage of the daily opportunities to speak informally with teachers about any concerns that may arise.

34 Parents of children with special educational needs are fully involved at every stage of the process from identification to annual review.

35 The community continues to provide a very good contribution to pupils' learning and the school has further developed this aspect of its life since the last inspection. Visits to museums and local places of interest have a positive effect on developing learning. Visitors, including local clergy are welcomed to the school and pupils go out into the community to perform and take gifts. Community visitors include representatives from local firms who have helped to enhance the school grounds. The school links all these activities clearly into the curriculum and they have a positive impact on pupils' learning and development. Additionally, good links have been developed with the local secondary school. These links allow a smooth and effective transition into Reception class and Year 7.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance of the school is **satisfactory** but could be sharper in questioning how well things are going.

Main strengths and weaknesses

- There is a clear and determined focus on raising achievement.
- The school now has good systems to track attainment and progress.
- Leadership has created a team approach with a shared vision for improvement.
- Governors work hard and are a visible presence in the school though they still need a more active strategic role.

Commentary

36 The school has worked hard to sustain its strengths from the last inspection. Standards have risen steadily, and despite the high proportion of pupils with special educational needs who come to the school after the age of seven, achievement is good. This has been made possible because the school has improved its focus on target setting for pupils. This has been coupled with a good system for assessment which tracks the progress of all pupils and helps the teachers to plan suitable follow-up work. For a very small school, the planning and co-ordination of all National Curriculum subjects and religious education are good. The headteacher now has more time to observe teaching and learning so that the good practice which occurs can be more readily shared.

37 The whole staff work well together and there is much more cohesion in the transfer of pupils from the infant to junior class than was reported in the previous inspection. Teachers plan jointly and they include the support staff in their discussions. The school has a friendly but very industrious ethos where pupils produce a lot of work in response to the interesting topics set by their teachers. The school promotes the development of staff well and its implementation of the graduate training programme is very good, resulting in a model which has been adopted in other schools. The headteacher has already identified the weaknesses in the Foundation Stage and has organised training for those staff who need help and guidance to overcome the shortcomings.

38 Governors now take a more prominent role in school. They monitor the teaching and learning in close collaboration with the headteacher and other staff and they have a good view of most of the strengths and areas of development in school. They involve themselves in all aspects of school life and support it on a regular basis. However, they do not always have the answers to ‘*what is working?*’, ‘*what is not?*’ and ‘*why?*’ Most of the strategic planning comes through the headteacher but the governors take a keen interest in the formation of the school’s development plan. They manage the budget very well. The carry forward sum has been identified and used to provide time for the head teacher to be released from the class to monitor how well the school is doing and to implement changes.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	173898
Total expenditure	157096
Expenditure per pupil	4246

Balances (£)	
Balance from previous year	8641
Balance carried forward to the next	16802

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39 Provision in the Foundation Stage is **satisfactory** overall with some good features and others which need some attention. Five children are in the reception year and share the infant class with 3 children in Year 1 and 3 children in Year 2. The class is currently taught part-time by the headteacher and part-time by a temporary teacher. These staff are supported by a classroom assistant. Assessment in reception is good and staff are aware of children's strengths and weaknesses.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines have not been established.
- Staff and pupils share warm relationships.
- There is a lack of exploratory and investigative learning.

Commentary

40 Personal, social and emotional development is below the level normally expected and some children are unlikely to achieve the early learning goals. Achievement is satisfactory. Since pupils only have a little pre-school 'training' they struggle as do the children who have special educational needs in their personal and social development. They find it difficult to settle in the reception and routines are not yet firmly established despite the efforts of staff. The teacher and classroom assistant encourage children to behave well and to concentrate but most of these children are impatient and find it difficult to take their turn. When they are given interesting tasks, children are well motivated to learn. However, they have too few opportunities to carry out tasks independently. Clearly the teachers and classroom assistant have established warm relationships, value each child's efforts and give lots of individual praise and encouragement. This builds children's self-esteem and promotes their confidence in learning and in their relationships with others. Teaching in this area of learning is satisfactory but the lack of exploratory and investigative learning in sand, water and role-play are areas to develop.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching and development of speaking and reading in formal situations.
- Weaker provision for pupils' independent speaking and writing skills.

Commentary

41 The majority of children are likely to attain the early learning goals in speaking, listening and reading and this represents good achievement based on their capabilities on entry. Standards in 'free' writing are currently lower. Most children speak clearly to each other and to adults. However, the opportunities for them to develop speaking and listening skills in role-play are not always developed well. Children are not always provided with the resources, for example, dressing up clothes, water play and sand to encourage them to speak independently. The more 'formal' question and answer sessions are good and extend children's language.

42 A good start has been made in reading. Most children know that text carries meaning and identify characters in the stories. Whilst children are successfully improving their writing skills by copying over letters and building simple sentences, children have too few opportunities for personal and creative writing as a self-chosen activity.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- The range of activities and resources provided are good.

Commentary

43 The majority of children are likely to attain the early learning goals expected of them, they are achieving well. The teacher provides a good range of activities. Children learn to recognise and recreate patterns. They know the names of common colours. Children name a number of shapes and they successfully compare, sort, match, order, sequence and count using a variety of good resources. Most children count and recognise numbers to five as they sing *Five teddies, hanging on a line*, although they are not yet secure in relating numbers to practical situations. They are not yet developing the idea of one to one correspondence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Based on the teacher's planning, provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- There is some good interlinking of subjects.
- Some work restricts children's opportunity to find out things for themselves.

Commentary

44 A sound curriculum offers children experiences that provide them with satisfactory opportunities to learn about their world and the environment in which they live. Most are likely to attain the early learning goals. A positive feature is the way that subjects are interlinked, showing children that learning is not an isolated experience. For example, children are developing a basic understanding that people live in different places and times (Ancient Egyptians) and that different cultures do things in different ways. As part of learning about healthy eating, children know why they eat healthy snacks. They also consider why it is important to share. Children also begin to consider the very important aspects of safety and the dangers of electricity. Computers are accessible and, with help, children can make a floor robot follow directions. Some work, for example, in geography is too closely linked to the curriculum in Year 1 and Year 2 and restricts children's opportunity to find out things for themselves.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**

Main strengths and weaknesses

- The arrangements for children to move between indoor and outdoor play are restricted.

Commentary

45 Children make satisfactory progress in this area of learning and standards for the majority are likely to be in line with the levels expected when children join Year 1. Teaching is satisfactory. Due to their below average personal, social and emotional development on entry, many children in reception tend to rush around and find it difficult to move sensibly. There are no arrangements for children to move freely between indoor and outdoor play, due to staffing and accommodation arrangements. However, there are occasional opportunities for the children to go out for 'vigorous' play with wheeled toys where they move with confidence and follow the road layout on the playground. They also enjoy regular opportunities to be active in physical education lessons. Within the classroom, teachers plan activities which satisfactorily promote children's physical development alongside other areas of learning.

CREATIVE DEVELOPMENT

46 It was not possible to make an overall judgement of provision or standards because no teaching was seen from this area of learning and the work on the walls was limited. However, pupils sing action and number songs well and take part in dance lessons. Some of their improvements in dance are restricted because they find it hard to concentrate. Their artwork is currently lacking in individuality. For example, although pupils use designing and making skills to create pyramids and 'shape men', these are very much teacher directed and the same. Children do not develop their independent skills sufficiently, for example in using junk materials to build, construct and join together.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**

Main strengths and weaknesses

- The teaching is carefully matched to the wide age and ability ranges in the classes.
- Writing is promoted successfully across the curriculum.
- Provision for pupils with special educational needs is very good.
- Support for reading is good.

Commentary

47 Pupils enter the school often with standards below average and the majority do well to achieve levels that equal national expectations by the end of Year 2 and Year 6, though few achieve higher levels. This is because numbers are very small. The teachers plan lessons well to encourage pupils to learn from each other. They structure the introductions so that questions test older pupils while ensuring that younger ones gain a clear initial understanding. In the infant class, Pupils in Years 1 and 2 describe how a book is put together for the younger ones. They know words such as, “blurb, illustrator and author.” They encourage each other to take care of books and all enjoy talking about the pictures. The excellently detailed plans for the junior class explain clearly how all age groups are targeted for specific aspects of a lesson. More able pupils are expected to discuss complex issues of character and plot and others show they are listening by filling in the necessary additional detail. Support assistants work closely with the class teacher and write up assessments of pupils’ progress regularly. As a result, the very large numbers of pupils with special educational needs make good progress and are quickly catching up by Year 4. Teaching is good.

48 Pupils write extensively and well from Year 1 onwards. Teachers plan the curriculum so that there are frequent opportunities for pupils to write in a variety of genres. The subject is well led and teachers plan jointly. Marking in both classes asks pupils questions about their work. This makes them think and, together with the good practice of drafting, writing improves steadily as they get older. Presentation shows care, and spelling is largely accurate. Young pupils have an engaging style. In a recount of a fairy story, one young pupil used speech marks to show an ironic comment: *“Too bad!” said the lion.* These young pupils also attempt to produce “real books” such as a non-fiction account of the life of birds: *“Owls can hear very well.”* In the junior class, progress in writing continues to be good despite the fact that a significant number of pupils join the school late with special educational needs. More able pupils produce full-scale accounts of their hobbies, using mature and sophisticated vocabulary which shows a good awareness of what an audience requires. Tasks set by teachers are varied and challenging, such as justifying why they deserve to be elected to the School Council. Pupils rise to the challenge. They receive replies to their letters to authors of books they have read. Some of these are personally addressed to individual pupils and this adds to their enthusiasm for literature.

49 The larger than average proportion of pupils with special educational needs is very well supported in class by a close liaison between teachers and assistants. Their interventions are subtle and they often give pupils the time to think for themselves as well as prompting them with apt comments or questions. Many pupils make significant gains in their levels of attainment over time so that they reach the national average by the end of Year 6. They are encouraged to take a full part in lessons and some have the confidence to read their work out aloud. The rest of the class listen well and reward them with spontaneous applause and expressions of pleasure.

50 Pupils read well in both classes and they have regular chances to read with adults. Reading records are good. The new library has a range of interesting books of both fiction and non-

fiction. The story club is well attended and pupils of all ages from five to eleven read and discuss stories and relate them to aspects of their own lives. This promotes skills in speaking and listening as well as a greater understanding of reading. In the junior class, some pupils with special educational needs have not yet associated how punctuation aids reading because they are still focused on using phonic skills to sound out words. However, they do read their own work with understanding.

Language and literacy across the curriculum

51 Teachers enable pupils to practise and use their language skills in a number of subjects. For instance, junior pupils used writing well to write vivid accounts in their history and religious education work. Pupils' use their reading skills effectively to research information about Ancient Egyptians and use computer sources satisfactorily to present their findings. Teachers encourage pupils to use and extend their speaking skills in many lessons to explore and refine ideas.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- The good achievement throughout the school.
- The good quality of teaching throughout the school.
- Pupils' very good attitudes and behaviour.
- The use of assessment to develop learning and improve standards.

Commentary

52 A review of pupils' work and the teacher's planning shows that pupils in Years 1 and 2 develop an appropriate understanding of numbers through practical tasks, using a variety of apparatus. Pupils in Years 3 to 6 develop their mathematical skills very well. Skills in numeracy are systematically taught with a good emphasis on mental skills and the recall of tables and number bonds. The majority of pupils are on course to achieve at least the levels expected by the end of Year 2 and Year 6.

53 Based on the work seen, the quality of teaching is good throughout the school and as a result the pupils achieve well. Good aspects of teaching include the ways that teachers provide sufficient opportunities for pupils to work independently and to solve problems. Teachers recognise the importance of not over directing pupils and allowing time for them to develop strategies to solve problems. Both teachers have secure subject knowledge, use interesting methods and a suitably brisk pace. Their questioning skills are good, since they astutely pitch them at a challenging level. Some questions are easier than others and directed at a particular age group or individual. Pupils are encouraged to use the correct terminology and their mathematical vocabulary is good

54 Teaching in the infant class is good and the pupils are taught to be independent when the teacher is helping others. This allows the teacher time to focus attention where it is most needed. In the junior class, which is made up from pupils in Years 3, 4, 5 and 6, the teacher is expert in handling the four age groups. For example, the teacher started the lesson with a whole class activity that had 'built-in' consideration for pupils' age and ability. Year 3 pupils read time to five minutes, those in Year 5 converted time from the 12 hour to 24 hour clock and those in Year 6 considered time zones around the world. The subsequent group work was very well organised and all groups were fully occupied. The teacher ensures that higher attaining pupils work in suitable groups, even if other pupils in the group are older. The deployment of support staff allows all pupils to achieve well. In this class the working atmosphere is very positive and pupils work enthusiastically. A real strength in the subject is the response of the juniors. Their motivation, involvement and pride in their work make a very positive contribution to attainment and progress.

55 Assessment systems are very good and are used very effectively to identify and address areas for development. Pupils have their own targets and this enables them to be aware of their own progress. The subject is led well and monitoring ensures that pupils are set work at the correct level. The good range of resources is used effectively to develop learning.

Mathematics across the curriculum

56 The use of mathematics across the curriculum is satisfactory. Pupils use their numeracy skills as and when required in other subjects. However, these occasions are more incidental than planned.

SCIENCE

Since only one lesson was seen it is not possible to make an overall judgement on provision in science.

Main strengths and weaknesses

- Good achievement through the school.
- Pupils' good attitudes.
- Many opportunities to carry out investigations.

Commentary

57 Only one science lesson in the infant class was seen during the inspection but speaking to pupils and the scrutiny of work is also taken into account in these judgements. By the end of Year 2 and Year 6 the vast majority of pupils achieve at least the levels expected in science. All pupils, including those with special educational needs achieve well. There is no significant difference between the performance of boys and girls.

58 By the end of the infants, pupils carry out simple investigations, for example how different objects travel down a ramp. Their writing describes what happened and they compare this with what they thought would happen. Most pupils are starting to understand why a test is fair. Pupils use resources well, for example, they use a microscope attached to a computer to look at materials. Their observational skills are developed well as they investigate how bread moulds. In work on forces, pupils understand that push and pull are forces and pupils test a variety of materials for magnetic properties. Pupils in the juniors build well on the scientific knowledge they have acquired earlier and achieve well. They carry out more complex investigations effectively. Pupils predict what will happen and the older, higher attaining pupils use scientific knowledge to make generalisations, for example, when working on how and why metal rusts.

59 Evidence suggests that the quality of teaching is good overall and this has a positive effect on standards. Throughout the school, teachers encourage pupils to use their investigation and experimenting skills. In the one lesson seen, the lesson was effectively planned to enable Year 1 and Year 2 pupils to create a method of cooling a room with wires, batteries, an electric motor and 'bits and pieces'. The learning intentions were clearly linked to the National Curriculum and pupils knew what they were going to learn because the teacher explained it well at the start. Pupils were enthusiastic and interested because of the brisk pace, good use of resources and exciting subject matter. This encouraged pupils to experiment at home! Although no lessons were observed in the juniors, positive features are found in pupils' work and discussions with them. There is good curriculum coverage and good links to healthy lifestyles. Teachers develop literacy and numeracy strategies effectively in science. For example, measurements are taken and graphs used to record investigations.

60 There is good leadership of the subject and good quality assessments, which are used effectively to improve standards. There is a good curriculum, which is enhanced by use of the school garden and grounds.

INFORMATION AND COMMUNICATION TECHNOLOGY

Since no lessons were seen it is not possible to make a secure judgement about overall provision.

Main strengths and weaknesses

- There is a good number of computers for pupils to use.
- There are some good examples of ICT being used to support learning in most subjects although pupils need more independence in using computers.

61 The school has recently made significant progress in ICT. There has been a high level of investment in both equipment and accommodation. An ICT support assistant supports the teachers. Although no lessons were observed and little work was available at this early time in the school year, teachers' planning shows they teach specific lessons to develop the skills laid down by the school's programme of work. As a result, pupils develop their skills in a logical and systematic order. The full ICT curriculum is taught or planned to be taught. Skills such as using computers to sense changes in temperature, light and sound are not as secure as other areas because the equipment has only recently been purchased.

62 Pupils in Year 1 and Year 2 confidently use presentation and word processing packages successfully to present their work in different styles and layouts. Pupils in Year 6 combine text and graphics successfully when they produce their Greek Myths stories. Pupils know how to set up and use simple spreadsheets and produce graphs and charts, but there is little evidence that they have the knowledge and skill of how to use spreadsheets to investigate different situations at this time. Most pupils make regular use of the Internet, especially the websites that help them in their research, for example in geography and the Citizenship website. Pupils use electronic mail satisfactorily.

63 The school has a newly developed computer suite which should enhance the ability of teachers to teach the computer skills and give more opportunities for pupils to apply their skills. However, the suite is only just finished and pupils have had little access at the moment. Pupils have good attitudes to the subject and enjoy using computers. The development plan for ICT shows a clear long-term strategic direction for continued improvement.

Information and communication technology across the curriculum

64 Evidence shows that this has been good in most subjects. There are many examples of how ICT supports learning in other subjects. Pupils have used ICT to produce graphs in the Traffic Surveys in their geography work and have used art software to produce designs. In English, software packages support pupils' learning and develop their vocabulary. To improve further, teachers should identify and plan more opportunities to allow pupils the independence to use computers.

HUMANITIES

65 In humanities, no lessons were seen in **geography** and only one lesson was seen in **history**. It is not therefore possible to form an overall judgement about provision in these subjects. Work sampled shows evidence that pupils had the opportunity to follow national guidelines in the subjects at specific points in the school year. There are also good links between the subjects and aspects of citizenship.

66 In history, pupils obviously enjoy the subject, as their writing shows. Infant pupils had written words using hieroglyphics and described their favourite toys during the course of the year. In a lesson on the ancient Egyptians, pupils in the infants had been on their own archaeological dig, and the junior class had produced a long and detailed account of the life of an Egyptian based on different source materials. They described implements used at the time and others had to draw the outline from their oral descriptions. Pupils with special educational needs take a full part in the

lesson and make very good progress in writing and reading. The openings of their accounts are vivid: *"history changed forever when this pharaoh came into the world."* More able pupils capture the god-like quality of the pharaohs: *"crowds roared their pleasure when the crown was placed on his head."* Displays set up by teachers are interactive and challenge pupils to respond which they often do.

67 There are frequent visitors to school helping pupils to understand the history of the village. History and geography are often inter-related to show how things have changed over time and why. Parents and grandparents talk about their toys with their children and the pupils then draw a timeline to show which toys are most suitable for which age group. This involvement of the community helps pupils to see the relevance of the topic and gain knowledge of time passing. Older pupils study photographs of the locality at the turn of the century when studying the industrial revolution and the introduction of schools. Pupils achieve well because they are interested and the tasks are stimulating and standards are above average by the end of Year 6.

RELIGIOUS EDUCATION

Provision in religious education is **good**

Main strengths and weaknesses

- Writing is lively and often extensive, showing a good knowledge of different faiths.
- There are good links between religious education and other subjects which help pupils' understanding of difficult ideas.
- The subject complements the school's development of pupils' personal skills very well.

Commentary

68 Pupils achieve standards in religious education which are above expectations by the time they reach Year 6. This shows satisfactory progress since the previous inspection when standards were also good. They show in their writing that they enjoy the subject. In Year 2, pupils' free writing shows how they try to help their parents in the house. Teachers are prepared to challenge pupils when their standards slip and expect care in presentation. Older pupils write very good accounts of the struggles of Ann Frank during their study of Judaism. Pupils are very productive in their writing. There are good, lengthy recounts of the parables with a lively updating of the Good Samaritan. They show an engaging style in some pieces such as: *"You want a bedtime story? I've got just the one for you here, Noah's Ark."* Pupils reveal a good depth of knowledge about different faiths such as Hinduism, and their understanding of Bible stories comes through in their writing.

69 Teachers draw good links between religious education and subjects such as English and through the story of Ann Frank, history and through a study of Egyptian religion. Good links with personal, social and health education were seen in a lesson on the five precepts of Buddhism in which the class saw the analogy between clean living and an avoidance of dangerous drugs. The teacher plans the work carefully to help pupils come to terms with difficult ideas by linking them to everyday actions and experiences. Pupils are allowed time for reflection and these shows in their work, which is often well-planned and logical in structure. Some of the topics for younger pupils involve an understanding of very difficult vocabulary such as "gourd" and "elixir of life." Pupils sometimes lose the thread because of the lack of suitable visual aids. However, beautifully modulated reading of stories and good questions from the teacher compensate to a certain extent.

70 All lessons in religious education encourage pupils to consider the moral implications of actions and the importance of peace and understanding. Pupils learn about the dangers inherent in the jobs of many people who help us like those in the fire service and lifeboat workers. They gain knowledge about what things are important to people of different faiths and in different countries. Younger pupils are better at learning through practical activities than in sitting and listening for long periods. In the junior class they are keen to be involved in discussions because they are lively and

interested. The subject is well led with planning which closely relates work in the subject to the school's caring ethos.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71 Work was sampled in **art and design** where there was one lesson seen and **design and technology**. No lessons were seen in **music** and only 2 dance lessons were seen in **physical education**. Therefore it is not possible to make a firm judgement about provision.

72 In **art and design**, pupils have access to a wide range of good quality materials. There is insufficient evidence to judge achievement or standards. Pupils gain a great amount of enjoyment from the variety of experiences offered. This was observed when older pupils used templates of hieroglyph characters to enable them to tell a story on a pyramid display. There is often a good interlinking of subjects, in this case history, literacy and art. The work on display around the school creates an attractive learning environment. This reflects a range of cultures and styles and makes a positive contribution to pupils' spiritual and cultural development. There are few examples of pupils independently choosing their own materials and subject matter.

73 In **design and technology**, there is evidence that pupils have the opportunity to follow national guidelines in the subject at specific points in the school year. There are good links between this subject and others.

74 In **music** there is evidence that pupils have the opportunity to follow national guidelines in the subject and pupils sing well during collective worship. The whole school performs at Christmas, on Mothers Day and at other times during the year. Their performances are much appreciated by the whole community and help to develop pupils' social development.

75 In **physical education** there is evidence that pupils have the opportunity to follow national guidelines in the subject but only dance lessons were seen during the inspection and consequently there is insufficient evidence to judge overall achievement or standards.

76 Pupils in Years 1 and 2 show good co-ordination. They develop their moves well as they dance and pretend to be machines. Pupils in Years 3 to 6 show good improvement in their performance when they practise a dance based on the story of 'Tattybogle', a scarecrow. They respond delightfully to the sound of percussion instruments and the story. The quality of teaching in dance is satisfactory. Opportunities for pupils to comment on their own or other's performance are missed. Pupils enjoy the dance sessions and show good and at times very good standards of behaviour. They co-operate very well with each other.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**

Main strengths and weaknesses

- The opportunities to take responsibility through a school council and other initiatives.
- The development of pupils' self-esteem and the opportunities to talk about their feelings.

Commentary

77 Much of the school's work is aimed at developing a sense of mutual support and the raising of self-esteem and self-confidence.

78 The school provides many opportunities for pupils to take responsibility. For example, older pupils often help the younger ones and set good role models. The school council learns to plan a budget given to them by the Friends' Association, and individuals have to write a brief manifesto saying why they would make a good representative for their class. Pupils also take

responsibility for inviting guest speakers into school. During the inspection a local minister came to speak to the Christian Union group about being at peace.

79 During 'circle time' pupils know they have a safe place to talk about their feelings and the things that are important to them. They know they will not be put down. Other lessons cover issues such as personal hygiene and bullying in a sensitive and mature way.

80 Broader issues covered enable pupils to consider matters of pollution, the care of our water supply and, through the links with Belarus and an African school, they learn to consider the impact of our actions on others. Pupils gain a greater understanding of aspects of citizenship through these activities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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