

INSPECTION REPORT

BAYTON CE PRIMARY SCHOOL

Kidderminster

LEA area: Worcestershire

Unique reference number: 116781

Headteacher: Mrs Avis Pounder

Lead inspector: Mr Brian Gosling

Dates of inspection: 12th – 14th January 2004

Inspection number: 255456

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 years
Gender of pupils:	Mixed
Number on roll;	67
School address:	Bayton Kidderminster Worcestershire
Postcode:	DY14 9LG
Telephone number:	01299 832 393
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Stephen Owens
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

Bayton CE VC Primary School is a small rural school set in an attractive conservation area on the edge of the village of Bayton. The school, which is popular, is oversubscribed and the number of pupils has increased by more than 50 per cent since the last inspection in 1998. There are, currently, 67 pupils: 27 boys and 40 girls. There is an imbalance of boys and girls in some years and there were nine boys and only two girls in the group of pupils that took the national tests last summer in Year 6. The school is organised into three classes: Reception, Year 1 and Year 2 are in one class, Years 3 and 4 are in another and Years 5 and 6 make the third class. No pupil comes from an ethnic minority family and there are no travellers or refugees. There are no pupils with English as an additional language. The proportion of pupils who are eligible for free school meals is well below average. The proportion of pupils who have been identified as having special educational needs is above average and the proportion of pupils with statements of special educational need is broadly average. When children enter Reception, their attainment is variable but above average overall. The school received the Healthy Schools Award and the Schools Achievement Award last year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22453	Mr Brian Gosling	<i>Lead inspector</i>	Mathematics; Religious Education; Humanities; Foundation Stage.
11072	Ms Shirley Elomari	<i>Lay inspector</i>	
20614	Mr Don Kimber	<i>Team inspector</i>	English; Science; Information and Communication Technology; Creative, aesthetic, practical and physical subjects; Special Educational Needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It has improved considerably since the last inspection and it continues to improve. The school gives good value for money. Pupils are very capable and they achieve well throughout the school. This is due to the good quality of teaching and learning that has been developed through the commitment and very good leadership of the headteacher. Pupils achieve better in Year 2 than in Year 6 due to the recent improvements in the school, and all pupils make good progress.

The school's main strengths and weaknesses are:

- The achievement of all pupils is good throughout the school and high standards are being maintained in Years 1 - 2.
- The headteacher has secured a very good rate of improvement since the last inspection through her very good leadership and the support of an effective team.
- Pupils' attitudes and behaviour have improved since the last inspection and are very good.
- Relationships are very positive, trusting and respectful throughout the school.
- Teaching is good overall, and very good in Years 1 - 2.
- Teachers do not always express clearly what they want pupils to learn in a lesson.
- There are insufficient planned opportunities to develop pupils' literacy and numeracy skills in other subjects.
- This is a very caring school.
- The school works very well with parents to support their children's learning.

The school has improved significantly since the last inspection. The school has addressed the main areas for development noted in the last report with commitment and rigour. The accommodation and resources have been substantially improved and curriculum planning has been developed. The leadership and management of the school have improved and this has led to improvements in teaching and learning. Consequently, pupils' attainment is now better throughout the school and their attitudes to school are greatly improved.

STANDARDS ACHIEVED

Pupils' achievement is good. They maintain high standards in Reception and Years 1 - 2 and so achieve well. Although standards are currently lower in Year 6, these pupils have achieved well since Year 2. Standards are higher in Years 3 - 5 and the achievement of these pupils is also good.

Children in the Foundation Stage achieve well and attain standards that exceed the goals that children are expected to reach by the end of Reception. Pupils in Year 2 achieve well, maintaining high standards and, in 2003, results in the national tests were well above the national average in reading and mathematics, above average in writing and very high in science.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Although the school's results in Year 6 were not as high in 2003 as they were in the previous year, this was due to the large proportion of pupils with special educational needs (SEN) in this year group. (A* is very high and means that the 2002 results were in the top five per cent of schools). Nevertheless, the attainment of these pupils was good in comparison to similar schools and they achieved well. Additionally, results are likely to vary greatly with small groups of pupils, and only 11 pupils took the tests in 2003.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils' attitudes and behaviour have improved significantly since the last inspection, when they were satisfactory, and are now very good. This makes a positive contribution to their good rates of learning. Relationships throughout the school are very good and pupils work and play together happily and well. Attendance is close to the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is **good**, overall, and very good in Years 1 - 2. The skilful way that teachers plan lessons to meet the wide range of learning needs in the class and the positive attitudes of the pupils promote effective learning. The quality of the curriculum is good and improvements to the accommodation and resources enable a wider range of stimulating activities to be provided for pupils. The care, guidance and support the pupils receive are very good and the very good partnership with parents has a positive effect on pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher provides leadership of a high quality that has secured significant improvements since the last inspection. The management of the school is very good whilst the leadership by co-ordinators and the governance of the school are good. This has established a good quality of educational provision that is continuing to improve. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very supportive of the school. A high proportion of questionnaires was returned and these show that parents have no significant concern about any aspect of the school. All parents who returned the questionnaire agreed that pupils behave well and make good progress, that teaching is good and that the school is well led and managed. They also like the fact that the school actively seeks parents' views. Pupils like the new things that they learn and appreciate that there is an adult to go to if they are worried at school. They agree that other pupils are friendly, and that teachers listen to their ideas and trust them to do things on their own.

IMPROVEMENTS NEEDED

The most important things the school should do to maintain its good rate of improvement are:

- Set clear and specific learning intentions for pupils in all lessons and assess how well pupils achieve them.
- Establish opportunities to develop pupils' literacy and numeracy skills in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good in the Foundation Stage and in both Years 1 - 2 and Years 3 - 6. Children arrive at the school with attainment that is above average and they attain high standards in all the core subjects in Year 2. Standards in Year 6 are currently below average in English, mathematics and science because there is a high proportion of pupils with SEN. Nevertheless, the attainment of these pupils was well below average at the end of Year 2 in 2000 and they have made good progress. Pupils in Year 5, where there are no pupils with SEN, are attaining significantly higher standards.

Main strengths and weaknesses:

- Pupils' achievement is good throughout the school.
- Standards of attainment have improved significantly in Year 2.
- The school's results are rising above the national trend in Year 2 and Year 6.
- The school is committed to ensuring that all pupils are fully included in its educational provision.

Commentary

1. Children arrive at the school with attainment that is above average. They make good progress in the short time they are in the Foundation Stage and all children attain the Early Learning Goals¹ by the time they enter Year 1. Many children exceed these goals, particularly in personal, social and emotional development, communication, language and literacy, and mathematical development. There was insufficient evidence to make a secure judgement on children's attainment in knowledge and understanding of the world, physical development and creative development as no lessons were seen in these areas of learning.

2. The school's results² in the national tests at the end of Year 2 in 2003 were well above average in reading and mathematics and above average in writing. This is a significant improvement on the previous year. However, some variation is to be expected, as there were only nine pupils that took the tests and results can vary widely from year to year with small groups of pupils. All pupils attained the nationally expected Level 2³ in all three tests and the teacher assessments for science. A good proportion of pupils also attained the higher Level 3 in reading, mathematics and science, although no pupil attained Level 3 in writing. These results show a significant improvement since the

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

² On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum Levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

last inspection. Standards are continuing to improve because the quality of provision for pupils in Years 1 - 2, particularly teaching, is significantly better than it was at the time of the last inspection.

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

Standards in:	School results	National results
English	27.0 (30.6)	26.8 (27.0)
mathematics	25.4 (30.0)	26.8 (26.7)
science	28.1 (32.4)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

3. The school's results in the national tests at the end of Year 6 in 2003 were broadly in line with the national average in English, below average in science and well below average in mathematics. However, when compared to schools with similar attainment at the end of Year 2 in 1999, the school's results were well above average in English, above average in science and average in mathematics. This indicates that these pupils' achievement was good because their attainment was low at the end of Year 2 in 1999. The results in 2003 were lower than the previous year mainly because a significant proportion of pupils did not attain the nationally expected Level 4, although, it should be remembered, each pupil represents almost 10 per cent. The results in the previous year were very high in all three subjects. (Very high means that the results were in the top five per cent of schools nationally). However, caution needs to be exercised when interpreting the results of small groups of pupils as they may vary significantly from year to year, and the results of a single pupil represents a high percentage of the school's results. In addition, almost half of the pupils who took the tests in 2003 had SEN and some of the pupils arrived at the school from other schools in Year 5.

4. Despite the lower results at the end of Year 6 in 2003, the trend in the school's results is rising above the national trend at the end of Year 6 and also at the end of Year 2. This is almost certainly because the school has improved much of its educational provision and this is having a positive effect on the standards that pupils attain. The school sets targets for pupils' attainment in the national tests in English and mathematics, and the school's results were significantly better than the targets in 2003. The targets are realistically based on pupils' previous attainment.

5. The school is committed to ensuring that all pupils are included equally in the school's provision. Individual education plans are written for pupils with SEN and those pupils identified as being gifted or talented. There were only two girls amongst the 11 pupils in Year 6 in 2003 and girls did much better than the boys in the tests. However, boys did better than girls in the previous year and their relative performance varies from year to year. This is inevitably because of the small groups of pupils. Nevertheless, the school has conducted an exercise to establish that both boys and girls are equally involved in lessons by monitoring the pupils that the teachers direct questions towards and the pupils who volunteer answers. This exercise, and the evidence of the inspection, show that both boys and girls are equally included in the good quality of the school's educational provision.

6. Inspection evidence shows that standards of attainment are again high this year in Year 2 for reading, writing and mathematics, with most pupils exceeding national expectations. In Year 6, currently, standards are generally no better than average in English, mathematics and science because there is again a large proportion of pupils with SEN, and each pupil represents a large percentage of the total results. Pupils' attainment has risen in information and communication technology (ICT) since the last inspection, when it was unsatisfactory, because the school has significantly improved its provision in the subject. Pupils now attain the nationally expected standards in Year 2 and Year 6. Standards of attainment throughout the school in all core subjects are significantly better than they were at the time of the last inspection. This is because of the improved quality of teaching and learning that has been achieved through the very good leadership and management of the school.

7. Pupils in Year 2 are achieving well in reading, writing and mathematics because they are maintaining high standards of attainment. In Year 6, the achievement of pupils is good in all core subjects, despite average standards, as these pupils attained low standards at the end of Year 2 in 2000. More able pupils in Year 6 achieve well because they are attaining good standards that

exceed national expectations. The achievement of pupils with SEN is also good because they receive good support from teachers and teaching assistants.

Pupils' attitudes, values and other personal qualities

8. Pupils' attitudes to school are very good. They are very willing and enthusiastic learners who take a pride in their work. Behaviour is very good. Throughout the school, pupils behave very well, both in lessons and outside the classroom. The spiritual, moral, social and cultural development of pupils is very good overall. The school ensures that pupils understand the difference between right and wrong and is very successful in creating a community where pupils care for and respect one another. Attendance is satisfactory. Levels of attendance are broadly in line with the national average. The school has good procedures to encourage regular attendance and there is no unauthorised absence. Punctuality is good.

Main strengths and weaknesses:

- Pupils' behaviour is very good and has improved significantly since the last inspection.
- Pupils' attitudes to learning are also very good and show a similar improvement.
- The school's provision for the personal development of its pupils is very good; pupils are confident, thoughtful and considerate of others.
- There are very good relationships throughout the school, which have a positive impact on learning and help to create a strong sense of community.

Commentary

9. Pupils behave very well, both during lessons and at other times. This is a considerable improvement since the previous inspection, when behaviour was judged to be no better than satisfactory and there were some instances of unsatisfactory behaviour. Each class negotiates its own rules at the start of the year so that pupils learn to take responsibility for their own behaviour. Pupils know and understand the high expectations of their behaviour and are motivated very effectively by the range of rewards they can gain. They share equipment very sensibly, whether during a lesson or at playtime. No disruptive or unkind behaviour of any kind was observed during the inspection. There have been no exclusions.

10. Pupils' attitudes to learning are very good throughout the school, and have improved significantly since the last inspection when they were satisfactory. Pupils enjoy coming to school and are enthusiastic about what they learn. They particularly enjoy the many opportunities they have to work with others in pairs or small groups. Pupils work very well in this way, even when they are not under the direct supervision of the teacher. They are very co-operative and help one another willingly. This was evident in a mathematics lesson when one pupil explained carefully and clearly something that her partner had not understood fully and both were able to continue successfully with the task without disturbing the teacher's work in another part of the classroom.

11. The school makes very good provision for the personal development of its pupils. There is a strong moral code and pupils are expected to contribute to the school community in a variety of ways. They do so very willingly and show a mature attitude towards helping others. Pupils are polite and confident. They enjoy the opportunities they have to discuss issues, for example in circle time⁴ or personal, social and health education (PSHE), and offer thoughtful opinions. Older pupils in particular are able to reflect on their learning and this helps them to improve. Pupils develop a very good understanding of their own cultural traditions and the school ensures that they also learn about the traditions and beliefs of other societies.

12. Relationships throughout the school are very good. Staff and pupils show high levels of mutual respect. A particular feature of the school is the way it encourages pupils of different ages to

⁴ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

work and play together, for example, through the whole school activities organised for last year's Book Week. The strength of the relationships makes a positive contribution to the high standards

pupils achieve. It is also a significant factor in the strong sense of community fostered by the school. Pupils report that they like being at school, they think that other children are friendly and they feel that teachers are fair, listen to their ideas and trust them to do things on their own.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.0
National data	5.4	National data	0.4

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

13. Attendance, which is close to the national average, is monitored well and there is no unauthorised absence. Parents know the school's expectations and inform the school routinely of the reasons for absence as well as ensuring that their children attend on time. Registrations are conducted efficiently.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The range of the curriculum and the quality of teaching have improved since the last inspection, and are now good. The support and guidance given to pupils and the school's partnership with parents are very good.

Teaching and learning

The quality of teaching and learning is good, overall, and very good in Years 1 - 2. The school has improved its use of assessment and this is now good throughout the school.

Main strengths and weaknesses:

- Teachers plan tasks well to meet the wide range of pupils' needs.
- The use of assessments is good.
- Teachers have high expectations of pupils, especially in Years 1 - 2.
- The use of worksheets provides limited opportunities for pupils to develop their writing skills.
- Pupils are very keen to do well in lessons.
- Teachers do not always express the learning intentions of the lesson clearly.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	16	5	0	0	0

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

14. The vast majority of the lessons seen were good or better and most of the lessons in Years 1 - 2 were very good. Teaching is good in the Foundation Stage and in Years 3 - 6. This is a significant improvement since the last inspection, when all but a few lessons were satisfactory with a small number that was unsatisfactory. Pupils like the new things they learn and the guidance teachers give them that shows them how to improve their work, although some of them feel that lessons are not always fun and interesting.

15. The particular challenge for teachers at the school is the wide range of age and ability in each class. For example, children in the Foundation Stage are currently taught in the same class as pupils in Year 1 and Year 2. This challenge was not being met effectively at the time of the last inspection because assessment was not used well enough and this led to weaknesses in pupils'

attitudes to learning and, at times, their behaviour. Teachers now address this issue well. Assessments of pupils' previous learning are used well to plan tasks that address the learning needs of all the pupils, including those with SEN, because they have different levels of difficulty. This has a significant effect on pupils' attitudes, which have improved greatly since the last inspection, and their behaviour is also much better because tasks are matched to their ability.

16. Teachers have high expectations of pupils in lessons. They insist on high standards of behaviour and pupils know that they are expected to complete the tasks they are set in lessons. Pupils respond well and they work hard in lessons, as is demonstrated by the amount of work they produce. This is particularly so in Years 1 - 2 and contributes significantly to the high standards these pupils are sustaining. Introductions and explanations are clear and interesting, and help to ensure that pupils know what they have to do and how they are to do it. Interactive whiteboards are used skilfully and teachers link to the Internet quickly when it helps to explain or illustrate a point they are making. Although a significant proportion of pupils report that they don't always have to work hard, this seems to be diminishing as the school implements changes to its planning that ensure greater challenge. Teaching assistants work well alongside teachers and they make a good contribution to pupils' learning. This is particularly so in the Foundation Stage, where the teaching assistant works well with the teacher and provides good and effective support for these children when the teacher is working with pupils in Years 1 and 2. Pupils with SEN are supported well by teaching assistants and class teachers organise activities well so as to ensure all pupils are fully involved.

17. Teachers organise lessons well. Many lessons involve practical activities and good resources are used well to stimulate and motivate pupils. Teachers organise these resources well before the lesson and this helps lessons to run smoothly, with few unforeseen problems because the resources are readily available to the pupils. Groups are planned to allow pupils to work collaboratively and practically, and at tasks with a level of difficulty that meets their learning needs. This is done particularly well in Years 1 - 2. However, there tends to be an over-reliance on the use of commercial worksheets to accommodate these different ability groups, and this limits the opportunities for pupils to develop their literacy skills by writing in various styles and for different purposes.

18. The objective of the lesson is carefully considered by teachers and this is shared with pupils. However, this tends to focus on what pupils will do in the lesson, and planning pays insufficient attention to what pupils already know, understand and can do to build on their learning systematically. When lack of clarity in what pupils are intended to learn, rather than what they will do, is evident, difficulties in assessing the success of pupils' learning in the lesson arise. Nevertheless, teachers have improved their planning well since the last inspection through considering the purpose of the lesson, although further development is necessary to further improve the quality of teaching and learning.

THE CURRICULUM

Curriculum provision is **good**. There is a good range of curricular opportunities that cater well for pupils' needs and interests, and their learning is greatly enriched by extra-curricular activities. The quality of resources and the accommodation are good, which is an improvement since the last inspection.

Main strengths and weaknesses:

- Successful responses to issues raised in the last report have improved pupils' learning and ensured that all statutory requirements are now met.
- Insufficient opportunities are identified to teach literacy and numeracy across the curriculum.
- Support for learning outside the school day is good.
- There is good support for pupils with SEN.
- Accommodation has improved and is now good.

- Resources to support learning are now good in most areas of the curriculum.

Commentary

19. The curriculum meets the statutory requirements. Health education, including sex and relationships education and drugs awareness, was unsatisfactory at the time of the last inspection. These topics are now covered well. The provision for PSHE is good. Pupils enjoy circle time, and respond well in it, when they discuss their views and problems together in a secure class environment.

20. There has been a range of other curricular improvements and innovations since the last inspection, and many have been achieved in the last three years. A curriculum map has been developed more fully, and long and medium term planning for teaching has utilised national guidelines for many subjects. The use of ICT is planned well to support learning in subjects across the curriculum and this helps pupils to progress well. Other improvements in the curriculum include the teaching of ICT in Years 1 and 2 and the broadening of provision in physical education so that all the programmes of study are now included. However, there are insufficient planned opportunities to develop pupils' literacy and numeracy skills in other subjects.

21. There is effective provision for pupils with SEN. The special educational needs co-ordinator (SENCO) liaises well with teaching assistants and class teachers. Good individual education plans are developed for these pupils and they help staff to support them well. Teachers and teaching assistants effectively encourage all pupils to work well together and this also contributes to the progress of those with SEN.

22. The school offers a rich range of activities and clubs that take place outside usual lesson time. Lunchtime clubs, such as art and recorders, and after school clubs, such as dance and sports activities, are greatly appreciated by pupils. Pupils engage enthusiastically in a broad range of educational experiences, which include visits and visitors to school, events such as the 'Aboriginal Dream' and involvement in church services. All parents who replied to the questionnaire agree that there is a good range of extra-curricular activities.

23. The accommodation and the quality of resources for learning are good. There are good resources to support learning in the Foundation Stage, English, mathematics, science, ICT and religious education. Resources for ICT and for religious education were both identified as unsatisfactory in the last report. There have been dramatic improvements to the resources for these subjects over the last three years. The school has built up a stimulating collection of artefacts for religions, such as Hinduism and Buddhism, and pupils' learning in ICT has benefited from the development of the computer suite and increased accessibility to hardware and software.

24. The accommodation is now good overall, and has thus improved greatly, especially in the last three years. It dates originally from the 1870's and is good overall with some attractive and useful improvements since the last inspection. The learning environment for pupils and the working environment for staff have been greatly improved by the renovation of the schoolhouse. The building of a village hall, shared by the school, on the school's site has created additional space for the school. The new and well-stocked library contributes to pupils' enjoyment of books and the good progress they make in literacy. The school has established a computer suite, a technology room and a resources room and these improvements provide additional teaching opportunities. Classrooms are satisfactory, although one room is too small for a full class, which limits learning opportunities and necessitates the use of other spaces. The outdoor area of the school is very attractive, stimulating and a delightful aspect to be enjoyed by the pupils. The school, with the assistance of parents, has recently established a 'quiet area' that is shaded by an open, wooden structure and a wooden 'fort' on which the pupils can climb and play imaginatively. The school is fortunate to have a small playing field beyond which horses graze in a neighbouring field. The playground has been imaginatively marked to stimulate pupils' play. The school provides a very pleasant and stimulating environment in which children can learn and grow.

Care, guidance and support

25. The school ensures the care, welfare and safety of its pupils very well. Statutory requirements for health and safety and child protection are met fully. Pupils form very trusting relationships with staff, with whom they are happy to share any concerns they may have. Pupils are very well supported and guided throughout their time at the school. The induction programme is very good. Teachers monitor pupils' achievement and personal development very well, so that guidance is based on very good knowledge of each pupil. Pupils are encouraged to voice their opinions about the school and their lessons, and they are confident that their views matter because action results.

Main strengths and weaknesses:

- Pupils are safe and very well cared for in school.
- All pupils have a very good, trusting relationship with members of staff.
- Very good induction procedures help children to settle in quickly.
- Pupils' achievement and personal development are carefully monitored so that the advice and guidance available to all pupils is of a high standard.
- Pupils contribute to the process of school review and are confident that their views are valued.

Commentary

26. The safety and well-being of pupils has a very high priority throughout the school. There are very clear procedures in place for monitoring health and safety. Regular checks are carried out and recorded, which is an improvement since the previous inspection. The school pays very good attention to healthy eating and is actively involved in the 'Healthy Schools' initiative. The procedures for child protection comply fully with requirements. Very clear records are kept of any accidents and of incidents of unacceptable behaviour. Parents speak very highly of the care provided by the school.

27. The very high quality of relationships throughout the school ensures that all pupils benefit from a trusting relationship with members of staff. Pupils feel safe in school, confident that members of staff are always willing to listen to their concerns and offer help when needed. The mutual respect between staff and pupils ensures that pupils trust teachers and other staff to deal sensitively with any problems or worries, so that they can concentrate fully on their learning.

28. The school monitors pupils' achievement and personal development very well, so that support and guidance are securely based on thorough knowledge of each pupil. The induction programme is very comprehensive and this helps children to settle quickly and happily into school routines. Parents agree that induction arrangements are very helpful. Pupils have individual targets for literacy and numeracy, and are involved in monitoring their own progress towards them. Some pupils also have personal targets to help them improve areas such as organisation, neatness or listening skills. Those with SEN benefit from well-focused individual education plans that support teachers' planning. Gifted and talented pupils also have individual plans to help them develop their full potential.

29. Pupils are encouraged to voice their opinions about school. For example, a group of pupils is consulted as part of every annual subject review. As a result of listening to pupils' opinions about lessons and the curriculum, the school has acquired a wider range of artefacts to use in religious education and computer programmes to work on aspects of literacy. Pupils are confident that their views are valued, not only because changes result, but also because they are involved in evaluating the effect of them.

Partnership with parents, other schools and the community

Links with parents are very good. The school keeps parents very well informed and welcomes their involvement. Links with the local community are good. The school plays an active part in the life of the community and is well supported by it. Links with the Little Learners Nursery, other schools and colleges are good.

Main strengths and weaknesses:

- Parents' views of the school are universally positive; they are happy with all aspects of the school's work.
- The school and parents work very well together to support children's learning.
- Links with other schools and the community make a positive contribution to pupils' achievement.

Commentary

30. Parents hold the school in very high esteem. The response to the questionnaire, and the comments made at the parents' meeting, indicate an extremely high level of satisfaction with the work of the school. It is particularly notable that all parents state that the school seeks their views. They are unanimous that the school is well led and managed, which leads to good teaching, good progress, high expectations and good behaviour. All are comfortable to approach the school.

31. The school has developed a very strong partnership with parents and involves them well in their children's learning. Parents are very well informed about all aspects of school life through the prospectus, curriculum and other newsletters and the school website. Annual reports are of a good standard overall and are very good for the children in Reception and those in Years 1 and 2, with very clear, useful comments for all areas of the curriculum. Parents are regularly informed of their children's targets and have very good formal and informal opportunities to discuss their children's progress with teachers. Almost without exception, parents feel that appropriate homework is set. The active involvement of parents makes a significant contribution to the good progress pupils make in school. The school regularly asks parents for their views and acts upon them. For example, the induction programme was extended and the attractive quiet area in the playground created in response to parents' suggestions.

32. Links with other schools and the community are good. The school works closely with the playgroup that shares the school's site to ensure that children are familiar with the school before they enter the Reception Year. There is also close liaison over the curriculum that helps to avoid repetition of activities and ensures continuous development. The school works well with the secondary school to which almost all pupils transfer, so that the move from primary to secondary education is accomplished smoothly. The local community is very supportive of the school. For example, pupils are able to engage in pond dipping and enjoy a garden trail at the invitation of local residents. The village hall is used as the school hall and the whole community raised funds for its building.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher is providing very good leadership, whilst other key members of staff are providing good leadership for their subjects. Management is very good and the governance of the school is good.

Main strengths and weaknesses:

- The headteacher is providing very good leadership.
- There have been significant improvements since the last inspection.
- The school is managed very well, especially disruptions to staffing.
- The school benefits from effective teamwork.
- Governance is good and governors know the school well.

Commentary

33. The headteacher, who has been at the school for two and a half years, has a clear vision for the school's improvement. She has secured improvements to the school's learning environment and the way the school is managed. For example, she has introduced effective procedures to monitor and evaluate the school's performance. When weaknesses were identified in pupils' learning in Year 2 in 2000, she took effective action to address the situation that led to a significant improvement in the school's national test results. Although there is no deputy headteacher, the headteacher has established good teamwork within the school. She benefits from a good, working relationship with the chair of governors and positive, supportive relationships with parents.

34. As a result of the headteacher's initiatives, there has been an improvement to virtually all aspects of the school. Pupils' attainment is better in all the core subjects and in the Foundation Stage, and pupils' attitudes and behaviour are significantly better. This is because the quality of teaching and learning has been improved, along with the curriculum, its resources and the accommodation in which it is provided. All of the improvements have been achieved through a further improvement to the leadership and management of the school. The headteacher is committed to ensuring the best possible educational provision for the pupils with the resources available. This is being achieved by:

- * The very great improvements to the facilities and their use, such as the new offices, library, hall, resources room, computer suite, technology room and improvements to the outside play areas.
- * Developments in the curriculum that are designed to meet the needs of pupils and challenge them fully.
- * Improvements to teaching by monitoring the school's performance, identifying weaknesses and taking effective action to improve.
- * The formation of a close and mutually supportive team that has willingly accepted temporary changes in deployment to maintain stability and continuity for the pupils, for example, during recent maternity leave.

35. The monitoring role of subject co-ordinators has been developed well to enable co-ordinators to be successful in raising standards of attainment. It needs to be acknowledged, however, that this role has fallen to the headteacher during a period of staff changes, including maternity leave, which are of greater significance among a small staff. Nevertheless, with the staffing more settled and the team established, subject responsibilities have been assigned this term and the new co-ordinators are beginning to take over from the headteacher in monitoring and evaluation to improve standards, planning and teaching. This is effective management in difficult circumstances and has contributed to the establishment of a productive climate for learning that involves all pupils at the school. The SENCO provides good support for staff to meet the learning needs of pupils with SEN.

36. The school's performance is now monitored very carefully and with rigour, both in terms of test results and in performance in the classroom. The school is a good place for students to train and it is working well with Worcester University College in providing teaching experience under the graduate training scheme. This is to the mutual benefit of the trainee and the school, and the scheme will be repeated next year.

37. The governing body is well organised, with a suitable number and range of sub-committees that meet regularly and report to the full governing body. There are a few new members of the governing body and they are being introduced to the roles and responsibilities of governors well. All governors will visit the school during the year. School visits are organised through governors' links to specific subjects and other informal visits, such as helping in the classroom. However, there is no formal arrangement for all governors to visit the school and report back to the full governing body as part of the governors' monitoring role. Nevertheless, the governors have a very clear idea of the strengths of the school, as well as firm views about what could be improved. Members of the governing body also share a good understanding of the school's test results and the need to interpret them cautiously in a small school. However, the governing body does not take a sufficiently active role in the development of the school's strategic plans for improvement. Statutory requirements are met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	217,833.00
Total expenditure	197,751.00
Expenditure per pupil	2,996.00

Balances (£)	
Balance from previous year	17,145.00
Balance carried forward to the next	20,082.00

38. The school's finance committee monitors the budget regularly and has effective systems to ensure best value in spending decisions. Good financial management has enabled the school to improve its accommodation and resources. The carry forward figure from last year is rather more than the recommended five per cent. However, inspectors agree with the school that there were good reasons for this amount to be held in contingency and it has now been spent.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses:

- Induction arrangements are good and there are effective links with the Nursery that shares the same site.
- The teaching for the children in the Foundation Stage is good and they make good progress.
- Children develop very positive attitudes to school.
- Children make a good start in developing literacy and numeracy skills.

Commentary

39. There are 12 children in the Foundation Stage, some of whom started at the school the week before the inspection. Most children previously attended the Little Learners' Nursery on the school site and induction arrangements are good. Children who will be five before January start at the school in September, whilst those children whose birthdays are after December start in January. These arrangements are flexible, though, and some children started in September rather than January this year as their parents and the school agreed that they were ready for full-time attendance at school. There is a carefully planned sequence of visits to the school before the children start and there are many occasions where the children at the Little Learners' Nursery join in with the Reception children. When the children start at the school, their attainment is above average. They make good progress in the short time they are in the Foundation Stage and all children are on course to attain the standards expected of children when they enter Year 1. Most pupils will exceed these expectations in **personal, social and emotional development, communication, language and literacy** and **mathematical development**. There was insufficient evidence to make a secure judgement on their attainment in **knowledge and understanding of the world, physical development** and **creative development** as no lessons were observed in these areas of learning.

40. The children in the Foundation Stage are taught in a class with the pupils in Year 1 and Year 2. The teacher is supported by a full-time teaching assistant and a SEN assistant supports a child with a statement of special educational need. These adults work very well as a team, with the teaching assistant providing skilful support and guidance to the children when the teacher is working with the older pupils. The class teacher is very skilled at planning and organising lessons for children within a class with a wide age range. Activities for the children in Reception are carefully based on the Foundation Stage curriculum, and this ensures that they are well prepared for the National Curriculum. Teaching is consistently good. Activities are interesting and good resources are very well organised for the children, which adds to the children's enjoyment of lessons. The interaction between the adults and the children is good and this challenges the children to learn new things and to think about what they experience. The children respond well to these stimulating experiences and their enthusiasm for school is evident. For example, when the teacher asked the class to bring in examples of toys with a winding mechanism, many of the children in Reception brought in toys and articles and they explored them with care, co-operation and delight.

41. The children's **personal, social and emotional development** is good. Their many experiences of the school while in the Nursery help them to adopt school routines very quickly. They sit attentively when listening to the teacher or any other adult and quickly learn to put up their

hands and wait their turn. They are very well behaved and polite, and even those who have just started at the school show an ability to concentrate on tasks. They work and play co-operatively with the other children and the older pupils in the class, and this helps to make lessons happy occasions.

42. Children listen attentively and are very willing to volunteer answers and make guesses, thus developing their **communication, language and literacy** skills. For example, in the introduction to one lesson, they were invited to show which words they could spell. C-A-T and D-O-G were spelled by the children and one wanted to try 'horse' (possibly influenced by the horses that graze in the field next to the school playground). Although not completely successful, the child made a good attempt and was spontaneously applauded by her older classmates. Children read or share books regularly, both in the class and at home, and they have a clear understanding that print conveys meaning. They are becoming familiar with the letters and sounds of the alphabet and most write their names well. There is no doubt that many children enter the school with high ability, and the stimulating activities and good teaching ensure that high standards of attainment are maintained.

43. Good progress is also made in children's **mathematical development**. They count to 10 and most recognise and name the numerals to 10. In one very well organised lesson, the children who had recently arrived at the school used sponge numbers and paint to make stamps of the numbers, and most children showed a developing ability to organise them in the correct number sequence. This also contributed to their **creative development** as they selected different colours, naming the primary colours mostly correctly and printing their stamps with good and developing control. The children who have been in the school for a term worked effectively with teddy bears to practise ordering numbers to 10. These children have a good understanding of mathematical terms such as 'over' and 'under', 'more' and 'less', and 'heavier' and 'lighter'.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- Pupils' achievement is good.
- The quality of teaching is good.
- Writing skills are being actively developed in the school.
- Good resources, including the library, are used effectively to support the development of pupils' reading skills.
- Opportunities are missed to develop pupils' literacy skills in other subjects.

Commentary

44. All pupils, including those with SEN, achieve well throughout the school. Standards of attainment in English are well above average in Year 2 and average in Year 6. This is because there is a significant proportion of pupils with SEN in Year 6. However, Year 6 pupils are achieving well in relation to their performance in the national tests in Year 2 because of the good teaching. In Year 2, overall standards have risen impressively over the past two years, which is again the outcome of much improved teaching. Standards in English have risen significantly since the last inspection.

45. Teachers consistently show a warm but firm approach to pupils, which provides encouragement as well as challenge in a learning environment that builds confidence. The very good classroom management and engagement of pupils is augmented well by the very good contribution of teaching assistants. The quality of teaching has improved since the last inspection.

However, opportunities are missed in some lessons to encourage pupils to think briefly about how well they have learnt during the lesson. This is because the learning intention of the lesson is not always clear. Marking frequently gives pupils a clear picture of how well they are doing, and what they need to do to improve.

46. The reading standards of most pupils meet national expectations. Good teaching ensures good opportunities during the day for pupils to engage in reading activities in groups and pairs, or silent reading. The school has successfully boosted the quality of resources to encourage reading, including the provision of a new, expanded and well-stocked library. Responding to pupils' suggestions and requests, the school invested in more computer software, such as a spelling program, and boosted opportunities for role-play. Year 6 pupils discuss confidently the differing styles of a range of authors, and talk with enthusiasm about their preferences, naming authors such as Jacqueline Wilson, Roald Dahl, J K Rowling and J R R Tolkien. Speaking and listening skills are good in Year 2 and pupils express their ideas confidently and clearly. For pupils in Year 6, standards are in line with expectations for pupils of their age and many are confident speakers in front of the class.

47. Writing has been identified as an area for development by the school. Standards are improving as a result of a number of initiatives, such as:

- * Individual targets for pupils that they write down and display prominently.
- * More sharply focused assessments and recording of pupils' progress.
- * Increased opportunities for younger pupils to write freely.
- * Teachers providing increasingly targeted support for individuals and groups of pupils when needed.
- * More shared evaluation of pupils' work that has helped to improve teachers' skills.

Language and literacy across the curriculum

48. Pupils often use their good language and literacy skills in other subjects. These skills are also evident in cross-curricular topic work, such as Ancient Egypt. However, the frequent use of worksheets in subjects such as science and history limits opportunities for developing pupils' writing skills. This is because there are insufficient planned opportunities to develop pupils' literacy skills systematically in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- All pupils achieve well.
- Standards of attainment are high at the end of Year 2.
- Teaching is good.
- There are insufficient planned opportunities to develop pupils' numeracy skills in other subjects.

Commentary

49. In Year 2, pupils' attainment in the national tests in 2003 was high, with results that were well above the national average. These high standards have been maintained due to the very good quality of teaching and learning in Year 1 and Year 2. Pupils' attainment at the end of Year 6 in 2003 was well below the national average due to a large proportion of pupils with SEN in the year group although, in 2002, results were in the highest five per cent of all schools. Standards remain below average this year as, once again, Year 6 has a high proportion of pupils with SEN. However, there are no pupils with SEN in Year 5 and this year group is achieving high standards. The school

predicts that the test results will rise again in 2005. This shows clearly how results can vary widely from year to year when small numbers of pupils take the national tests, irrespective of the quality of teaching. Pupils in Years 1-2 achieve well in maintaining high standards. Although pupils currently in Year 6 do not attain high standards compared to other schools, their attainment at the end of Year 2 was low and so they have also achieved well.

50. The quality of teaching and learning is good overall and very good in Years 1 - 2. Teachers insist on very high standards of behaviour and they ensure that pupils are engaged in their tasks. This enables pupils, who are very enthusiastic, to be very productive in lessons. Teachers plan lessons well, to incorporate a variety of tasks that take account of the different ages and abilities of the pupils. Good and stimulating resources are organised well to ensure that they are readily available to the pupils, and good use is also made of the interactive whiteboards to provide clear demonstrations to pupils. The very good relationships in the school, and the very good behaviour of the pupils, contribute to the happy, purposeful atmosphere in lessons.

51. Teachers are, generally, clear about what they want pupils to do in the lesson and they assess which pupils have achieved this and which have not. However, the learning intention (that is, what the teacher intends the pupils to learn as opposed to what they are to do) is not always clear and specific, and it is not always shared clearly so pupils do not know what they are learning and why. This creates difficulties in assessing what pupils have learned. There is also a reliance on commercially produced worksheets, which limits opportunities for pupils to plan and organise their work. Nevertheless, these are usually selected carefully to meet the varying needs of the pupils in the class. Pupils in Year 2 have a good and quick mental recall of number facts and many are developing a good recall of multiplication facts. In Year 6, few pupils have a quick mental recall of multiplication facts, although they understand the number system well enough to 'work them out'. This is indicative of the improved teaching and learning practices that have been introduced to the school recently. As a result, younger pupils have a better recall of mathematical facts and this helps them to do mathematical calculations more easily, which contributes to the higher standards found amongst the younger pupils.

Mathematics across the curriculum

Pupils' numeracy skills are employed in design and technology and science lessons. However, there are insufficient planned opportunities to develop pupils' mathematics skills in other subjects of the curriculum.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses:

- Pupils achieve well because the quality of teaching and learning is good.
- Pupils' enthusiasm for learning helps them to make good progress.
- Pupils have limited opportunities for independent investigations.

Commentary

52. Standards attained by Year 2 pupils are good and most pupils in Year 6 are attaining satisfactory standards. This is an improvement since the last report when standards were average in Year 2 and below average in Year 6. Pupils are achieving well, standards have risen across the school and all pupils are making good progress.

53. The quality of teaching is good and this is contributing well to pupils' learning. This is confirmed by talking to pupils and examining their work. Teachers use resources well to motivate and engage all pupils. They organise pupils thoughtfully to ensure that they are all fully involved and engaging together in the activities.

54. Pupils generally have sound levels of knowledge and understanding. In discussion, Year 6 pupils show their understanding of the requirements of a fair test. They also share their enthusiasm for practical work, which they enjoy. They conduct investigations, but these are directed by the teacher too often, especially in the upper juniors, and opportunities for pupils to devise and plan a fair test are restricted. Pupils do have some experiences of independent work, such as recording observations of melting ice in Year 2 or deciding methods to test movement down an incline in Year 4. However, they have insufficient experience of developing their own enquiries, such as suggesting a question to be answered, deciding which resources to use or suggesting a method to carry out the investigation. The frequent use of worksheets further limits the development of writing skills in many cases. Mathematical skills are used appropriately in science to measure and to record some of the results of investigations. Resources have been upgraded since the time of the last report, and they now support pupils' learning in science well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is now **satisfactory**, and has improved since the last inspection.

Main strengths and weaknesses:

- The quality of teaching has improved and is augmented weekly by a specialist teacher.
- Resources, including a computer suite, have been greatly improved.
- Pupils have ready and regular access to the use of computers.
- Improved planning ensures that pupils develop their ICT skills when studying other subjects.

Commentary

55. The standards of attainment of pupils in Year 2 and Year 6 meet national expectations. All pupils achieve satisfactorily, including those with SEN, which represents good improvement since the time of the last inspection when standards were below expectations in Year 2. The need to raise standards, and to improve provision in ICT, was identified as a key issue to be addressed by the school and the school has done this successfully in the last three years.

56. Resources for ICT were poor at the time of the last inspection. Over the past few years, these have been improved and are now of good quality and support pupils' learning well. Software has also been purchased to support pupils' progress in response to suggestions made by the pupils. In addition to the computer suite, where pupils are able to work at their own computer, pupils also have ready access to computers based in the classroom. They can also borrow school personal computers and software to use at home

57. The quality of teaching is satisfactory, overall. The skills and knowledge of teachers have improved by taking advantage of training opportunities offered nationally. In addition, pupils gain from the visit, at least one day a week, from a specialist ICT teacher who has also helped plan the cross-curricular units. Year 6 pupils demonstrate very positive attitudes to their work when they discuss in pairs how to produce multi-media presentations about Ancient Egypt.

Information and communication technology across the curriculum

58. Pupils use their skills and knowledge in ICT well in other subjects. The school has developed cross-curricular plans in which ICT supports pupils' learning well in other subjects.

HUMANITIES

59. One lesson was observed in history with Year 5 - 6 pupils and one geography lesson was seen for Years 1 - 2. Pupils' work and teachers' planning was looked at and discussions were held with pupils. History and geography are taught together in a block of time in Years 1 - 2. This is planned for this term and, although an early lesson was seen, there was little pupils' work available. However, planning documents indicate that the requirements of the National Curriculum are met. In Years 3 - 6, pupils engage in a good range of work across topics such as the Ancient Egyptians and the Tudors in history, and contrasting environments in geography. Good links are made with other subjects, such as art and design, to develop pupils' understanding of different periods. For example, scenes from Ancient Egypt are imaginatively and skilfully created on cloth.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Pupils gain a suitable understanding of the major features of the world's major religions.
- Good use is made of stimulating resources.

Commentary

60. Pupils' attainment generally meets the expectations of the locally Agreed Syllabus in both Year 2 and Year 6. Pupils become familiar with major religions, such as Christianity, Islam, Judaism and Hinduism. Much of the work by the younger pupils is focused on festivals and celebrations, and this helps them to gain an understanding of these religions in a way that is meaningful to them. By the end of Year 6, pupils know about the customs of these religions and they are aware of some of the most important stories, particularly Bible stories.

61. The school has assembled a good collection of religious artefacts and these are used well to stimulate pupils' interest. This has helped pupils' understanding of Hindu rituals, for which many interesting items are displayed, including bangra sticks, mehendi patterns and diwali lamps. In one successful lesson seen, pupils looked closely at a model of Noah's Ark in the entrance hall when thinking about the story and the meaning of symbols, such as the dove and the olive branch. Although this consideration of symbols was certainly challenging, the teacher skilfully led the pupils to an understanding of the purpose of religious symbols. Good use was also made of the interactive whiteboard to show pupils a web-site about symbols and their meaning that they could access.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. One lesson was observed in each of art and design, design and technology, music and physical education. Pupils were also heard singing in assembly and a brass sextet provided a short but accomplished performance for inspectors. Some examples of pupils' work were looked at in art and design, and design and technology. Written work by pupils was also examined in all subjects except physical education, and photographic evidence was seen. Teachers' planning was also reviewed.

63. In art and design, pupils engage with the full range of National Curriculum programmes of study. Pupils in Years 3 and 4 have researched sculptures and sculptors. They enjoyed working together to produce collages mapping a journey as part of the 'Aboriginal Dream'. Year 6 pupils designed tomb paintings that linked with their topic on Ancient Egypt. They similarly link their art and design effectively with design and technology when designing plates in the style of Clarisse Cliff. In both subjects, pupils throughout the school are encouraged to evaluate their work to consider

possible improvements to the design. Pupils in Years 1 and 2 thoroughly enjoyed a well-planned lesson on 'winding mechanisms' and their learning was good. Pupils throughout the school also maintain an art sketchbook to practise techniques and record ideas, but these are used inconsistently.

64. In music, pupils again demonstrate their enjoyment of the subject, not least in their singing in assembly. They sing whole-heartedly and in tune. Most pupils in Years 1 and 2 showed a good appreciation of rhythm when following a beat. They clap, use instruments such as tambourines and tambours, and march to the tune of 'The Grand Old Duke of York', maintaining a regular beat. Pupils' progress in music is enhanced by extra-curricular opportunities in clubs for the recorder and keyboard, and the rich experience for all pupils provided by whole school events such as 'Who?' at Christmas. Some pupils also take additional sessions provided by peripatetic teachers.

65. Provision in physical education has greatly improved since the last inspection, with the use of a hall now enabling a full range of gymnastic and dance activities to be followed. The whole school goes swimming weekly during the Spring Term. Year 5 and Year 6 pupils responded well to the purposeful and enjoyable learning environment established by the teacher in a gymnastics lesson. They evaluated and commented helpfully on their performances when they developed a short sequence of actions, shapes and balances working in pairs. Pupils' progress in physical education benefits greatly from the strong links and co-operation with the local secondary school.

66. The work and progress of pupils observed in lessons in all these subjects was helped by the good relationships established by teachers, and there was consistently good provision for the social and personal development of pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHE is **good**.

Main strengths and weaknesses:

- The school has successfully focused on this as an area for development and good improvement has been secured since the last inspection.
- The provision is reflected in the consistently good relationships and attitudes fostered by adults in the school, which in turn enhance learning.

Commentary

67. This area of provision has been developed well since the last inspection. There are regular sessions on the timetable for PHSE lessons and circle time, when pupils are able to share their feeling and opinions in a secure atmosphere. Year 5 and Year 6 pupils listen carefully to each other as they present their arguments for and against compulsory sports activities after school. Health education was unsatisfactory at the last report. Pupils are now actively participating in a Healthy Schools curriculum initiative and there is an appropriate emphasis upon sex and relationships education, and drugs awareness.

68. Pupils experience support and encouragement from teachers, and from other adults, day by day. Moral and social issues are raised when, for example, they consider in circle time dilemmas involving fairness, rule and laws, and how we should behave to others. Pupils in Years 5 and 6 sensibly discussed the question of whether children should be smacked. Pupils know they are valued by teachers, and the good provision for pupils' spiritual, moral, social and cultural development is effectively linked to this area of learning.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
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	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).