

INSPECTION REPORT

BELCHAMP ST PAUL CE VA PRIMARY SCHOOL

Sudbury

LEA area: Essex

Unique reference number: 115134

Headteacher: Mrs M Hamblin

Lead inspector: Mr G Bassett

Dates of inspection: 24th – 26th November 2003

Inspection number: 255477

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	66
School address:	Vicarage Road Belchamp St Paul Sudbury
Postcode:	CO10 7BP
Telephone number:	(01787) 277 222
Fax number:	(01787) 278 854
Appropriate authority:	The governing body
Name of chair of governors:	Mr David Cox
Date of previous inspection:	23 rd February 1999

CHARACTERISTICS OF THE SCHOOL

Belchamp St Paul Church of England Voluntary Aided primary school is situated in the centre of the small village of Belchamp St Paul in Essex. It serves Belchamp St Paul and several surrounding villages of Belchamp Walter, Belchamp Otten, Ovington and Tilbury Juxta Clare. Parents beyond this area can apply for admission to the school because of their religious preferences. The socio-economic status of the area served by the school is above average. At present, there are 66 pupils on roll, 36 girls and 30 boys. Five children joined the school, other than in the Reception class, over the past year. This is an all white school. There are no children from minority ethnic backgrounds. The building is modern with extensions, which include the recent extension of the entrance, the administration offices and the reception classroom. Very few pupils are eligible for free school meals and the number of pupils with special educational needs is 13 and below the national average. No pupil has a statement. The children enter the school in September before their fifth birthday. The school's assessments show that the attainment on entry is generally below the level expected for children of this age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21500	Mr G Bassett	Lead inspector	Mathematics, information and communication technology, art and design, design and technology, music, Foundation Stage, special educational needs.
11084	Mrs J Hughes	Lay inspector	
22990	Mr C Furniss	Team inspector	English, science, history, geography, physical education.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and improving school. The quality of education is good and the teaching and learning are now good overall. The pupils achieve well and make good progress. The standards at the end of Years 2 and 6 are average. The pupils' behaviour and their personal development are very good. The governance of the school and the leadership and management of the headteacher are good. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- The quality of teaching and the teachers' planning of the curriculum are good overall and very good in the Foundation Stage.
- The headteacher gives a good clear direction to the developments of the school; the governing body fulfils its statutory requirements well; and the governance of the school is good.
- The standards reached in the national tests in 2003 in mathematics and science, at the end of Year 6, were the best since 1998.
- The more able pupils do not always exceed the levels expected for their ages in English.
- The school has not yet developed records of ongoing assessments for each pupil in all subjects, although there are records being developed in English, mathematics, science and information and communication technology (ICT).
- The links with parents are very good and information provided by the school is very good.
- The pupils' physical development is restricted because there is no secure outdoor area for the reception children to use and the school hall is too small for whole class physical education (PE) lessons.
- The school does not check the attendance registers rigorously enough to ensure that statistics are accurate.

The school has improved well since the last inspection, in 1999, and all the issues raised have been dealt with appropriately. The quality of education throughout the school is now good. The quality of teaching has improved substantially and is now good overall and very good in the Foundation Stage. Even though the assessment procedures are being developed satisfactorily in English, mathematics and science, as yet, there are no whole school systems to record the ongoing assessments that are made in all other subjects. The school is well placed to improve further.

STANDARDS ACHIEVED

The children enter the Reception Year with attainment that is generally below the levels expected nationally. Nevertheless, all the children last year achieved the goals they are expected to reach by the end of their Reception Year. The children currently in the Reception class have made a good start, especially in their personal and social development. Most are on course to reach the expected goals in all areas of learning by the end of the year and they **achieve well**. However, their physical development is hampered by the lack of facilities for physical education, indoors and out, and their progress is slower.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2. These results must be viewed with caution as

the cohort was very small and this makes comparisons very unreliable.

The results above show that the school's performance improved in all three subjects in the national tests in 2003. Currently, the pupils in **Year 6 achieve well** and attain average standards in English, mathematics and science. The pupils in **Year 2 achieve well** and standards are broadly average in reading, writing and mathematics. In ICT, the standards throughout the school are above average. The standards in art and design, history and music are broadly in line with the expected levels in all classes. It is not possible to make judgements on standards in geography, design and technology, and physical education. The pupils with special educational needs make good progress. The school provides well to promote good achievement in the pupils' personal qualities, including their spiritual, moral, social and cultural development. Their **behaviour and their attitudes** towards their work are **very good**. **Attendance is above average**.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching throughout the school is good overall and very good in the Foundation Stage. The improvement in the **quality of teaching** and the planning of the curriculum has been brought about by the sustained efforts of the headteacher to appoint skilful and knowledgeable teachers and teaching assistants. The **curriculum** is now **good** and has been significantly improved in the Foundation Stage. Literacy and numeracy are taught effectively and ICT is used well to support a range of subjects. All pupils are fully included in all that the school does. The effectiveness of the teaching has brought about a purposeful learning environment. The links with parents are **very good** and those with the community and other schools are **good**. The school looks after its pupils very well and listens to their views through classroom discussions and through the school council.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has been successful in securing a skilful and knowledgeable staff. The **governance of the school is good** and the governing body fulfils its statutory requirements effectively. The subject leaders are developing their subject responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are full of praise for the care and support that the school gives their children. They appreciate the openness of the staff and the headteacher. The pupils enjoy coming to school.

IMPROVEMENTS NEEDED

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

- Ensure that the more able pupils reach higher standards than those expected for their ages in English.
- Establish whole-school procedures for the recording of ongoing assessments for each pupil in all subjects.
- Improve the facilities for pupils' physical development.
- Check attendance registers more rigorously to make certain entries are accurate.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The current standards in Years 2 and 6 in English, mathematics and science are broadly in line with the national average. The pupils achieve well and make good progress, considering that their attainment on entry to the school, in their Reception Year, was judged to be below average. The pupils' standards in ICT in Years 2 and 6 are above the expected levels for their ages.

Main strengths and weaknesses

- The overall trend at the end of Year 6 shows that the school's performance is rising steadily but the more able pupils do not always achieve as well as they should in writing.
- The children in the Reception class enter school with below average attainment but achieve well and make good progress.
- The pupils with special educational needs achieve well because of the good support they receive.
- By the time the pupils leave the school at the end of Year 6, they make good progress and achieve well because of the consistently good quality of teaching.

Commentary

1. The results of the national tests for 2003 show that the pupils at the end of Year 6 last year reached standards in English, mathematics and science that were an improvement upon those attained in 2002. In mathematics and science the standards were well above average. These results were the highest since 1998. There was no significant difference between the standards achieved by boys and girls.
2. The school met its target in mathematics but not in English. The proportion reaching Level 4 in English was below the national average and below the school's target but the proportion reaching the higher Level 5 was broadly in line with the national average, bringing the school's overall performance in line with the national average.

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

Standards in:	School results	National results
English	26.5 (26.3)	26.8 (27.0)
mathematics	28.4 (27.0)	26.8 (26.7)
science	30.7 (29.0)	28.6 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

3. When comparisons are made for this cohort of pupils when they were seven years old, their progress by the end of Year 6 was below average in English but well above average in mathematics and science. It must be remembered that the size of each cohort in the school is very small and this has a profound impact upon comparisons with other schools. Comparisons are unreliable with such small cohorts of pupils, where a single person can make a big statistical difference. There were also disruptions to the pupils' learning because of staffing problems over the past two years and this had a detrimental impact upon their achievements in English. This problem has been resolved and the good quality of teaching is raising the pupils' standards.

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

Standards in:	School results	National results
reading	15.9 (15.0)	15.7 (15.8)
writing	15.0 (11.7)	14.6 (14.4)
mathematics	16.2 (16.3)	16.3 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

4. The results of the national tests at the end of Year 2 in 2003 show that the school's performance was much better than the results achieved in the previous two years. The standards attained in reading, writing and mathematics were average. The proportion of seven-year-old pupils that reached Level 2 in reading and writing, in the most recent national tests, was above the national average in both reading and writing. However, the proportion reaching the higher Level 3 was well below average for reading and below average for writing and this lowered the school's performance overall. **(This is an issue for improvement).**
5. The children's attainment on entry to the school varies from child to child but, overall, their standards are below the expected levels for their age, particularly in their language and numeracy development. However, last year, all children entered Year 1 having successfully completed all the Early Learning Goals (the standards they are expected to reach by the time they start Year 1) for children in the Foundation Stage. They made good progress and achieved well whilst in the Reception class. It is early in the school year and the children have only been in school a few weeks. However, they have settled quickly to the routines of the class and school and achieved well in the lessons observed. They have made particular progress in the development of their personal, social and emotional development but it is clear that their physical development will be slower because of the lack of appropriate facilities. It is evident from the quality of teaching and the assessment records already completed that nearly all are all on course to reach the Early Learning Goals in all areas of learning by the end of the year.
6. The standards in Year 6 are currently in line with the national average in English, mathematics and science and above average in ICT. The analysis of their work since September indicates that the pupils in Year 6 are achieving well, considering their below average attainment on entry to the school in the Reception class and their below average standards at the end of Year 2 in 2000 in writing. A main focus for the inspection was the standards reached in English at the end of Year 6. All the evidence indicates that the school's performance is now broadly average but that the higher attaining pupils do not always reach the higher Level 5. **(This is an issue for improvement).**
7. The pupils with special educational needs (SEN) are given very good support throughout the school. They achieve well because of this provision to work with the teaching assistant in small groups and individually.
8. Currently, the pupils in Year 2 attain standards that are broadly average in reading, writing and mathematics. There is no significant difference between the standards attained by boys and girls. It is evident from the scrutiny of the pupils' work that the trend is showing overall improvements, especially in reading and writing standards. However, there are still improvements to be made by the more able pupils in reading and writing as the proportion reaching Level 3 is below the national average. **(This is an issue for improvement).**
9. The pupils' standards in art and design, history and music are broadly in line with the expected levels for their ages throughout the school. It is not possible to make judgements about the standards reached in design and technology, geography or physical education because few lessons were seen during the inspection.

Pupils' attitudes, values and other personal qualities

The pupils' personal and social development is very good. Their spiritual, moral, social and cultural development is **good**. The pupils' cultural development is **satisfactory**.

Main strengths and weaknesses

- Pupils are very enthusiastic and have very positive attitudes to learning and to the range of activities offered by the school.
- Behaviour is consistently very good.
- Relationships are very positive and pupils show great respect for others.
- The school could be more active in exploring ways to prepare pupils for living in a multicultural society.
- Attendance is above the national average.

Commentary

10. The pupils clearly enjoy school and are enthusiastic about coming and about their work. This is obvious from the very first days in the Reception class, where all children are on course to achieve the standard expected in their personal, social and emotional development. In lessons throughout the school, the pupils sustain concentration, wanting to do well. During class discussions, lots of hands shoot up to answer questions because of the very positive relationships they have with staff and because they are involved in their learning. These positive attitudes are reflected in the achievements they make.
11. The pupils show an awareness of the need for good behaviour, too. This means that even the reception children can work and talk about their work with little or no obvious input from the teacher or assistant. The pupils get on with their own reading activities quite naturally, without the need for the teacher to intervene, leaving her to focus on a particular group. The pupils know the difference between right and wrong and are aware of the need to respect people's feelings and beliefs. This is obviously important to them and consequently their moral development is good.
12. In discussions with pupils, they are very positive about the school. There were few examples of challenging behaviour in lessons or in going about the school. Playtimes and lunchtimes are relaxed and happy, with few incidents of silly behaviour. The pupils spoken to say that there is little poor behaviour and none could think of examples of bullying, other than occasional name-calling.
13. The pupils want to use their own initiative and they are given opportunities to do this through the school. The school council is a good example. The pupils elect a boy and a girl from each year group from 1 to 6 and they also elect their own chairperson, secretary and treasurer. These "Councillors" are encouraged to form their own agenda and run the meetings themselves. As they go through the school, the pupils are given a range of jobs and responsibilities.
14. The school has a varied programme of visits and visitors to broaden the pupils' social awareness. This has a good impact and their social development is good. They are also keen to help others and have been involved in raising money for a range of charities. Elderly people in the community are regularly invited to the school for meals and for school performances and at Harvest Festival time pupils take gifts around for them.
15. Opportunities to develop an awareness of the richness of a multicultural society do not occur naturally at the school and this is an area that still needs more active planning. However, the teachers do make use of a range of texts from different cultures, especially in their religious education topics, where the pupils' awareness of different cultures is heightened through

different festivals. The pupils in Years 5 and 6 use of 'Food for Festivals' in a literacy lesson was a good example of this. Plans are also in hand for a multicultural day, involving other schools in the area.

16. The attendance rate is above the national average and most pupils are punctual. Most pupils attend regularly and arrive on time. The staff are diligent about how they record late arrivals and registers for this year are well maintained. Currently, the headteacher makes no routine scrutiny of the attendance data collected. This led to problems for the school when they submitted attendance figures for last year to the appropriate authority. Routine checks by education welfare officers also failed to identify errors. **(This is an issue for improvement)**. The low attendance figures generated in error reflect badly on the school's performance. However, these have now been recalculated as follows to show that the attendance was, in fact, above average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7%	School data	0.3%
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.

Exclusions

There has been one fixed period exclusion from the school over the past year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
66	1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning are good overall and sometimes very good. The curriculum is good.

Teaching and learning

The quality of teaching and learning are **good** overall. The end of year assessment procedures for English and mathematics are **satisfactory**.

Main strengths and weaknesses

- The teachers produce very good planning for their lessons.
- The quality of teaching in the Foundation Stage is often very good and throughout the school it is nearly always good or better.
- All the pupils are given very good encouragement to do their best and they respond very well.
- All pupils have a very good understanding of how they can improve.
- Throughout the school, there is a very good understanding of the high standards of behaviour that are expected.
- The recording of ongoing assessments for all subjects is not yet fully implemented.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	19	1	0	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.

17. During the inspection, the quality of teaching seen was nearly always good or better. This is a significant improvement since the last inspection when a high proportion of lessons was judged to be unsatisfactory and the teaching was satisfactory overall.
18. Over the past few years, the school has experienced a severe problem in securing a stable and skilful teaching staff and this has caused a disruption to the pupils' learning, especially in Years 5 and 6. The headteacher has made a sustained effort to improve the staffing and it is now stable. Added to the school training sessions, this is the main reason that the quality of teaching has improved.
19. The quality of teaching is good overall throughout the school and is often very good in the Foundation Stage. The main factor that helps the school to provide such a high standard of teaching is that all the teachers base their lessons very effectively upon the national guidelines. The plans for each half term and each lesson are comprehensive and very detailed. The teachers all have a good understanding and knowledge of the subjects they teach. Each works closely with the teaching assistant. All teachers share their half term plans willingly and the school organises staff meetings to evaluate and check upon the planning of each subject for each class. The lessons are planned very well, and, because of the mixed age range in all classes, the teachers take careful note of the wide range of ability within their classes. Consequently, they plan activities that relate very closely to the needs of each pupil, ensuring that each one is challenged appropriately. Even so, it is clear from the scrutiny of the pupils' work that there are occasions when the more able pupils are not challenged sufficiently.
20. Throughout the school, the teachers use a wide variety of teaching methods that enable each pupil to learn most effectively. Often, this means that children from younger age groups work effectively alongside older pupils in the mixed aged classes for literacy and numeracy tasks. The objectives for the lessons are shared clearly with the pupils and this is now leading towards the pupils making their own assessment of how well they have achieved by the end of the lesson. This is a purposeful task and is helping them to gain a very good understanding of how they can improve. All pupils, including the children in the Foundation Stage, are also aware of their individual targets and the teachers focus very effectively upon these targets as each lesson proceeds.
21. The quality of teaching in the Foundation Stage is very good overall. The planning for the children in the Foundation Stage is very good and, very effectively, takes into consideration the age difference between the two cohorts of pupils. Also, the tasks for these children are planned extremely carefully to ensure that they receive their full entitlement to the Foundation Stage curriculum. The pace of work is very brisk. The tasks are very well matched to the needs of all the children. The class teacher and the teaching assistant work together extremely well. They make investigations fun to do and show the children how to discover as they enjoy playing. This was demonstrated very effectively in the science of pushing and pulling, where they gathered the children around as they decided which car could travel the furthest *'without cheating'*, by giving an *'extra big push'*, as one child commented. The teacher shares her planning effectively with the teaching assistant and it is very thorough.

- They maintain very good records of ongoing assessments that give a very accurate picture of each child's development and progress.
22. As the pupils progress through the school, they develop good skills for learning independently. Most of the pupils in Years 5 and 6 work with sustained concentration and can work productively when unsupervised. Many already complete an assessment after completing a piece of work to show how they believe they coped with the task. Where the pupils have difficulty giving their full attention to their tasks, the teaching assistants provide that extra stimulus to maintain their concentration.
 23. Every pupil is fully included in all that happens within the school and their classrooms. This follows the policy for inclusion established throughout the school. The teachers and the teaching assistants give very good encouragement. As a result, all pupils are willing to do their best. All adults and pupils have a very good understanding of the standards of behaviour that are expected and this fosters a good purposeful atmosphere for learning. The pupils respond very well and this is evident in the manner in which they are courteous and polite to visitors, especially to the senior residents of the villages when, once a month, they come to school for their lunch. These improvements since the last inspection have been brought about by the sustained efforts of the headteacher, who has devised a good training programme for the development of the teachers' skills and knowledge.
 24. The headteacher and staff have adopted the Local Education Authority procedures for tracking each pupil's progress at the end of each year. This is used very efficiently. The predictions forecast by the computer program are then analysed carefully by the staff to predict each pupil's level of attainment at the end of Year 6. Groups of pupils who need to make improvements or to consolidate their skills, knowledge and understanding in English and mathematics are given additional help. The teaching assistants give very good support to these smaller groups and also to whole class teaching sessions. Both are of great benefit to the pupils.
 25. The ongoing assessments in the Foundation Stage are very good. They are based upon the Foundation profile. These are maintained very well to give a clear picture of each child's progress at the end of each term. For the rest of the school, the recording of the end of year assessments in English and mathematics is reliable and used well. The recording of ongoing assessments in English and mathematics is not yet fully implemented but systems being tried are beginning to show the teachers how they can obtain an up to date picture of what each pupil has mastered. **(This is an issue for improvement)**. The LEA computer-based assessment record is also used to plot each pupil's progress in ICT. These records are evolving well and are beginning to provide the teachers with a clear insight into what has been mastered by each pupil. As yet, the school has not developed records to show ongoing assessments in other subjects but is aware that this needs to be done.

The curriculum

The curriculum is good because it meets the pupils' needs **well**. The curriculum is enriched by a wide variety of extra-curricular activities and experiences, including visits and visitors. The accommodation restricts the pupils' development in physical education and is unsatisfactory. Resources are satisfactory.

Main strengths and weaknesses

- The provision for extra-curricular activities is very good.
- The curriculum for the children in the Reception Year is very good.
- The provision for pupils with special educational needs is very good, and they make good progress.

- Limited accommodation places restrictions on the curriculum offered and upon pupils' learning opportunities:
 - a) There is no secure outdoor play area for the Reception children.
 - b) The school hall is too small.

Commentary

26. All the subjects of the National Curriculum and religious education are taught, statutory requirements are met and policies are in place. Improvement since the last inspection has been good. Classes and topics are organised to take account of the different age groups in each class and to ensure that there is progression through the school. All pupils have equal access to the curriculum. The national strategies for teaching literacy and numeracy are firmly in place. The parents express very positive views about the provision made for the pupils with special educational needs.
27. There is a very good range of extra-curricular activities and these enhance the curriculum and give the pupils access to a wide range of experiences. Multi-sports, cross-country, soccer and netball are among the sports offered and pupils have opportunities to compete against other schools. There are two recorder groups and a singing club and these raise the standard of music in the school and help support performances. The pupils also benefit from a number of well-planned visits, such as to Braintree Museum, the National Science and National History Museums, local supermarkets etc. A residential trip allows the older pupils to take part in activities such as pony riding, canoeing and caving, under properly supervised conditions. The curriculum for ICT has been improved significantly since the last inspection. The leadership of the headteacher and the co-ordinator have ensured that the teachers have improved their own skills and knowledge in the uses of ICT when they teach other subjects.
28. The reception teacher plans the curriculum for the Foundation Stage very well. The detailed tasks follow the learning objectives for the age group appropriately. The curriculum has been improved significantly since the last inspection. It is now planned very thoroughly and is based securely upon the national guidelines. The teacher plans visits to shops, the park and local hospital, and these experiences are used very effectively to widen the children's understanding of the world.
29. The teachers make good use of the school's resources and accommodation, but the accommodation is limited in some respects. There is no secure outdoor area for the Reception children and this restricts opportunities available for them to develop their physical skills as well as limiting social development. The school hall is small and the cramped conditions make it barely adequate for physical education lessons. It also makes the organisation of meal times difficult.

Care, guidance and support

There is **very good** provision to ensure pupils' welfare, health and safety. The school provides **good** levels of support, advice and guidance for pupils. The pupils make a **good** contribution to the life and work of the school.

Main strengths and weaknesses

- The school provides an extremely attractive and welcoming learning environment for pupils.
- Staff pay close attention to all aspects of health and safety.
- The induction programme is well planned to meet the needs of all children.
- Teachers offer appropriate support to pupils and they appreciate this.
- Parents are very happy with the guidance offered to their children.
- Pupils feel that their opinions are valued and that the school responds to their requests.

Commentary

30. This is a bright and reassuringly happy school that beckons children in with its colourful displays and vibrant atmosphere. The pupils are secure in its familiar environment; they know what to expect and lap up what they find. They flourish in the care of conscientious staff to whom they relate very well. Few rush to leave at the end of the day, as they are eager to sing in the choir or join in other extra-curricular activities.
31. The headteacher and staff place very high priority on the pupils' health, safety and well-being. Appropriate procedures are in place and the headteacher is diligent in her attention to staff training in all matters concerning pupils' welfare. As the adult responsible for child protection, she regularly updates her own training and passes this information on to all the adults working in the school. She correctly places great value on the relationships that teaching assistants and lunchtime supervisors build with pupils, and makes sure that they are equally involved in monitoring children's wellbeing. First aid arrangements are well known to all staff, as are the emergency evacuation plans.
32. The reception teacher plans thoroughly for the arrival of each new intake of children. As a result, they settle quickly and immediately start to reap the rewards of her very good teaching. Effective links with the local pre-school groups mean that children are already familiar with staff and school by the time they join. Older pupils who joined the school part way through their primary education confirm that they were well supported during that difficult time. The parents are very happy with the way staff help them to prepare children for school.
33. Effective support systems ensure that all pupils receive appropriate guidance during their time in school. Staff nurture productive relationships with children and identify their individual needs. Older pupils are already involved in the evaluation of their work in English, mathematics and some science; individual targets are shared with the parents so that everyone knows what a child needs to do next. The pupils and parents are certain that there are adults in school to turn to when they have problems and pupils see the school as a very friendly place.
34. The pupils know that the staff value their views and they enjoy class and school council meetings. Here they express their opinion on various aspects of the school's provision and are delighted when some of their suggestions are followed up, such as the additional outdoor facilities for the younger children. No formal survey of pupils' views has been held yet, although one is already planned by the headteacher. Even so, it is clear that pupils enjoy very good relationships with the adults in school and that they feel at ease when discussing any issues with staff.

Partnership with parents, other schools and the community

The school establishes **very good** links with parents and **good** links with the community and other schools.

Main strengths and weaknesses

- Parents' views of the school are more positive than at the time of the last inspection.
- The headteacher, governors and staff are united in their efforts to involve parents in all aspects of the school's work.
- The school publishes an impressive array of written information for parents.
- Parents make a clear commitment to support the work of the school and their children's learning.
- The staff encourage local community involvement in the life of the school.
- Very close liaison with other schools helps children as they start or leave primary education and improves staff expertise.

Commentary

35. This school embraces parental involvement at every level. Its whole philosophy is neatly summed up in one line of a leaflet for parents, "We want feedback from pupils and parents. It helps us to get better at what we do". The parents are surveyed by the headteacher and the results are gratifyingly positive. They are full of praise for the care and support the school gives their children and the openness of the staff. Parents feel able to approach them about any concerns. They are also very appreciative of the work of the headteacher and her manner with pupils and parents. One said "*She's like an angel, really ... very diplomatic*".
36. As well as being keen to engage the parents in dialogue, the school provides high quality written information for them. The prospectus paints an enticing view of school life and the governors' annual report to the parents gives an in-depth picture of what has been happening over the year. It would be difficult to find a better example of a governors' report. Very useful curriculum information is sent out termly by the class teachers and, coupled with the evaluative comments in the written progress reports given to parents, this helps parents to know exactly what their children can do and what they should focus on next to improve. They are able to give well-directed support to their children at home because the school keeps them so well informed.
37. The parents prove their commitment to the school time and again through conscientious support of the home school agreement, attendance at school meetings and in fundraising for additional resources. The 'Friends of the School' (FOBS) is very successful and makes a strong contribution to pupils' learning while also extending their social experiences with a whole variety of events, such as the movie club and summer parties. Some also make significant financial donations to the school.
38. The school is at the heart of its community and enjoys a good reputation. Links are encouraged with the local church and some of the elderly residents come into school monthly, for lunch with the children. Local businesses offer welcome support for pupils' learning, both in terms of sponsorship and as external learning resources themselves. Staff make good use of a range of visits and visitors to extend pupils' knowledge and understanding of the wider world and this helps their personal development.
39. The school is keen to maintain worthwhile liaison with other schools so that pupils and staff benefit from the expertise they offer. Good links with other schools have included joint involvement in a science week and a drama day and these links are being further developed in the planned multicultural week. The pupils have opportunities to meet up with peers from other schools so that they can play sport and get to know some of the children they will meet at secondary school. Several local schools collaborate on specific endeavours, such as art workshops, that really give pupils a chance to experiment and produce some eye-catching work. Links with a local schools consortium enables staff to undergo valuable professional development in a variety of areas and the headteacher rightly views this as an important part of the school's external liaison.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership of the headteacher is **good**. The leadership of the subject leaders is **good**. The overall management and governance of the school is **good**.

Main strengths and weaknesses

- The governing body has a good understanding of the strengths and weaknesses of the school.
- The headteacher has a clear vision of the future developments.
- The headteacher has created an effective and cohesive team.
- The Foundation Stage is well managed and the management of the provision for the pupils with special educational needs throughout the school is good.
- The school has a good commitment to the inclusion of all pupils in all that it does.
- The financial planning supports the school's priorities well.

Commentary

40. The governing body does not have a full number of governors and, because of this, the current governors are covering many more tasks than is usual for a school of this size. Nevertheless, their contribution to the school has improved significantly since the last inspection. There is now full compliance with statutory requirements. They visit the school frequently and work closely with the headteacher and staff by giving them good support. They have a good understanding of the needs of the school and have a secure knowledge of the future developments that are necessary. They make a positive contribution to the development and the monitoring of what the school does. They have agreed reliable procedures to help shape the vision and direction of the school. This is most noticeable in the manner in which they have made new appointments to the teaching staff and stressed the need to create an effective team supported by conscientious and knowledgeable teaching assistants. As this is a Church of England voluntary aided school, governors are responsible for the maintenance and development of the building. They recently initiated and supervised the building of a new entrance hall and school office and this has improved the office accommodation and entrance hall considerably. The governing body now plans to build a new school hall as the present facilities are poor and restrict the development of the pupils' physical development.
41. The qualities of leadership and management of the headteacher are now good and have improved since the last inspection. She has established good relationships throughout the school and all the adults work as a conscientious and dedicated team. Performance management and staff training have helped to improve teaching significantly. With very good planning, classroom management is now good and tasks are interesting for all pupils. In the past, the headteacher experienced difficulties in securing a team of skilled and permanent teachers. This uncertainty caused developments to slow down and standards began to drop. The problem has now been resolved due to the sustained efforts of the headteacher. Staffing is now stable and all the teachers and teaching assistants have a very positive attitude towards the school. This has improved the quality of teaching and consequently the climate for learning has also improved. The staff, under the guidance of the headteacher, successfully promote a good inclusive environment.
42. The teachers are developing their roles as subject leaders effectively. As yet, the subject leaders do not check sufficiently well the pupils' work throughout the school to assess the standards attained. Nevertheless, since the last inspection, the school has made good improvements in its procedures for checking the quality of the teachers' planning and this has developed effectively the quality of teaching and learning. The planning of each subject is the central focus for staff meetings at the beginning of each term and this ensures coverage of the National Curriculum.
43. The management of the Foundation Stage curriculum was seen as a weakness at the time of the last inspection but now it is a strength of the school. The classroom has been enlarged and the planning of the curriculum is very good. However, there is still no secure outdoor area that can be used by the children to develop their physical skills adequately.

44. The management of the provision for pupils with special educational needs is good and well organised. The co-ordinator is only in school for one day a week. Nevertheless, she is given very good support from the teaching assistant, who takes small groups of pupils for additional work, and also from the class teachers, who carry forward targets that are agreed in each pupil's individual education programme.
45. The school has a very rigorous monitoring procedure to ensure that funds are allocated sensibly and carefully. It uses good strategies to ensure that the best value principles are understood and followed efficiently and effectively. Furthermore, it makes good use of the resources available and deploys the teachers and teaching assistants effectively to raise standards. The budget is set up by the headteacher, who works closely with the finance committee of the governing body. A bursar monitors expenditure and provides the committee and the headteacher with accurate accounts each month. The school secretary processes the daily accounts and orders resources whilst monitoring the allowances set up for each cost centre. This system works very well because of the dedication of the team involved. The school has developed good principles of best value for money when deciding upon staffing levels, such as the employment of teaching assistants, or expenditure upon other resources. All funds made available to the school are used prudently and wisely.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	223,883
Total expenditure	222,258
Expenditure per pupil	3,367

Balances (£)	
Balance from previous year	18,889
Balance carried forward to the next	1,625

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is **very good** and has improved significantly since the last inspection when it was unsatisfactory. Very good quality teaching ensures that all the children are on course to reach the Early Learning Goals in all areas of learning by the time they enter Year 1.

Commentary

46. During the inspection, seven lessons were observed and wall displays of the children's work were seen. The quality of teaching was very good overall. The class teacher and the teaching assistant work together extremely well. They share the planning effectively and between them they maintain very good records of ongoing assessments that give a very accurate picture of each child's development and progress. The curriculum is very well planned and follows the national guidelines effectively. The activities are varied appropriately and are matched well to the needs of all the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for their personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children make good achievements because of the very good quality of teaching.
- Children respond well to the high expectations of the staff.
- Children are on course to reach the Early Learning Goal by the end of the year.
- The staff work as a cohesive team and give all children confidence in all they attempt.

Commentary

47. There has been a significant improvement in the provision for the children's personal, social and emotional development since the last inspection. This is because of the improved planning and also because of the very good care and concern shown by the teacher and the teaching assistant. Most of the time, they are taught as a separate group within the class but they often start lessons working alongside the pupils in Year 1. This fosters their social development and prepares them well for their entry into Year 1. Most children begin to develop their social skills as soon as they join the school and many arrive on their first day with a caring attitude towards others. They quickly settle into the classroom and school routines and begin to achieve well because of the consistently good quality of the teaching and support. The children willingly share equipment and take turns. Because of the high expectations of the adults in the classroom, the children know what is expected of them. They are friendly and helpful to each other and respond positively when they perceive that others might be having difficulties.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and the teaching assistant take every opportunity to develop the children's language skills.
- The quality of teaching and learning is very good.
- Most children are on course to reach the Early Learning Goal by the time they enter Year 1.

Commentary

48. The children make good progress in their understanding and use of literacy. The children's skills in speaking and listening are strong when they enter the Reception class and the teacher makes full use of their abilities to describe and explain what they are doing and thinking. All of them speak clearly and in complete sentences when asked questions. They enjoy listening to stories and willingly offer answers and predict what might happen next. Their reading and writing skills are developing steadily and currently all of them achieve well. They can all write their name unaided and some can identify the sounds of many letters. Nearly all form the letters and numbers correctly. The writing area in the class is stimulating and the children are encouraged to write lists about the things they need in the 'Park Keeper's hut'. Good use is made of the computers to support the children's writing and reading skills, using phonics recognition programs. Some children trace over letter shapes and copy the teacher's writing of what they want to say. Many are beginning to explore writing independently.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- The teaching and learning are very good.
- The activities planned are stimulating and well related to all the children's needs.
- The planning is very good and the assessments are carried out effectively to show what each child has learned.

Commentary

49. The children are currently making good progress and are on course to reach the Early Learning Goal by the end of the year. This is an improvement since the last inspection when the children made unsatisfactory progress. Most of them are already exploring numbers to 10 with enthusiasm. Some are beginning to draw up rules for grouping numbers, such as '*numbers that are more than 5*'. They are also developing a good understanding that some objects weigh more or less than the teacher's apple. Most children are able to explain their reasoning and are very willing to make suggestions and predictions before they weigh the objects to check their thoughts.
50. Mathematical knowledge and understanding is also promoted very well through artwork. Children describe different three-dimensional shapes as they build a vehicle from boxes. For the few children who have less confidence than the others, the teacher and the teaching assistant organise additional tasks to reinforce the learning. The activities seen had a good balance of teacher directed and child initiated tasks. Since the children have joined the Reception class, their achievements have been good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The planning of opportunities for the children to gain knowledge and understanding of the world is very good.
- All children are on course to reach the Early Learning Goal by the end of the year.
- The children use the computer in the classroom purposefully to enhance their learning.

Commentary

51. The teaching and learning are good. The teacher organises various purposeful visits to shops, the local hospital and the park to widen their outlook beyond the villages in which they live. The children bring much of their experiences about the world around from home and the staff make good use of this knowledge and understanding. In an exploration lesson whilst working alongside the pupils in Year 1, the children showed a keen interest in pushing a toy car across the carpet to see which car travelled the furthest. They quickly understood that there was a need to be fair and to push each car with the same force. Through good direct teaching and very good independent learning, the children were able to make judgements and to report results of their experiments. Computer programs are used effectively to raise their awareness of the world around them. They have good opportunities to explore different materials and, in their role-play corner, develop knowledge of what gardeners use for potting and looking after plants.

PHYSICAL DEVELOPMENT

The provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- The pupils have good opportunities to develop their fine skills of cutting, sticking and painting.
- Their physical development is restricted by the small hall and the lack of secure outdoor facilities.

Commentary

52. The accommodation has recently been enlarged and this has given the children more space to use sand and water trays as well as opportunities to explore the role-play corner. However, the children do not have access to a secure outdoor area and the resources for outdoor play are unsatisfactory. There are no large construction kits and the school does not have adequate climbing apparatus for the children to use. The children do not have continuous access to explore the uses of wheeled vehicles, such as tricycles and wheelbarrows. However, within the classroom, the opportunities to explore cutting and sticking paper and card are good. The hall presents a further limitation to the children's physical development, as it is too small for a whole class to use safely for physical education lessons. One lesson was observed when the reception children joined the pupils in Year 1. They explored moving along, through and around equipment and many began to develop jumping and balancing skills. Nevertheless, their movements were restricted by the lack of space. Consequently, the children's progress is slower in this aspect of development than seen in other areas but it is expected that all will achieve the expected goal by the end of the year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The activities provided in the class develop the children's skills in the use of a wide range of materials.
- The lessons are very well planned.

Commentary

53. The children have good opportunities to develop their creative skills and all are on course to reach the Early Learning Goal by the end of the year. They use a variety of pencils, crayons, paints and modelling materials to create pictures and models. They recently designed a four-wheeled vehicle and, in the lesson observed, they proceeded to collect boxes to build it. They sustained their concentration extremely well whilst they stuck and painted it with great care. The teacher and the teaching assistant took these opportunities to encourage the children to speak about their models and this followed the targets set for developing speaking and listening skills. The children use the computer effectively to design patterns and graphics work and have become very good at selecting colours, stamping out repeated shapes and dragging and dropping designs onto the screen. The children are encouraged to use the role-play corner where they act out their own version of '*Percy the Park Keeper*'. They enjoy singing and were heard singing favourite songs in preparation for Christmas. They sing tunefully and with enthusiasm. Since joining the school, their achievements have been good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English across the school is **good**.

Main strengths and weaknesses

- Good leadership and management focus on effective ways of raising standards.
- Good quality teaching ensures good learning and progress.
- Good use of individual and group targets focus on the needs of pupils and help move them on.
- Standards in writing, though improving, are still not as good as in speaking and listening and in reading.
- More able pupils are not always challenged as much as they should be.

Commentary

54. The standards attained in the most recent national tests for Year 2 pupils show that the school's performance overall was broadly average. There has been satisfactory improvement since the last inspection. The proportion of seven-year-old pupils that reached Level 2, in the most recent national tests, was above the national average in both reading and writing. However, the proportion reaching the higher Level 3 was well below average for reading and below average for writing and this lowered down the school's performance overall. **(This is an issue for improvement)**. For 11-year-olds, the pupils attained broadly average standards overall. Results over the last few years have been somewhat erratic but the overall trend generally rises at about the same rate as schools nationally.
55. Lessons observed and pupils' work analysed during the inspection indicate that, currently, the pupils in Years 2 and 6 achieve well and attain standards that are at about the level expected for their age. Their speaking and listening skills are above average at both seven and 11. Their reading skills are about average at age seven but are above average at age 11. Although not as well developed as the other skills, writing skills are broadly in line with expectations at both seven and 11. The progress for all pupils, including those with special educational needs, is good. Given the below average levels of attainment when children enter the school, the pupils are achieving well, throughout the school.

56. The pupils develop good listening and speaking skills. This was seen in a Year 1 lesson, where pupils were preparing sets of instructions. All pupils were expected to listen carefully to the tape recording they had made the previous day, giving instructions on putting on a coat. They are asked to talk about the instructions and do so cheerfully and with confidence, laughing as they explain why, for example, "*you can't put the coat on after you've fastened the buttons*". By Year 6, the pupils have a wide vocabulary across a range of subjects and are confident about talking to adults. They explain clearly and cogently, for instance, how to use the Internet, using keywords, subtitles and search engines etc.
57. Attention is paid to developing good reading skills through the school. A good example of this was seen in a Year 2 guided and independent reading session. The focus group was well supported by the teacher through a well-planned series of activities. Pupils were challenged to think about the book and make predictions, through questions such as "*Why are they racing?*" and "*Who do you think will win?*" Vocabulary was looked at and discussed, and good reading strategies, such as picture clues, context clues and use of phonics, employed. While the teacher was focused on this group, the other pupils were very fully engaged in their independent reading and knew exactly what they were doing.
58. The school has identified writing as an area needing improvement, and effective methods of raising standards have been put in place. The pupils are given clear targets for improvement, which are regularly referred to in class and in marking. These are an excellent way of focusing their learning. These strategies appear to be working well, but standards in writing still need improving. Regular attention is paid to handwriting.
59. The teaching is good throughout the school, with examples of very good teaching seen. The teachers work very well with the teaching assistants to make sure that all pupils, including those with special educational needs, are well supported and make good progress. Relationships between staff and pupils are very good. The teachers have a wide range of teaching and behaviour management skills that motivate pupils and encourage very good attitudes and behaviour and very positive attitudes to learning. All the teaching seen during the inspection was at least good and pupils were challenged and extended by the well thought out work, which was aimed at the needs of different groups and individuals. However, there were some examples in the work samples seen where the more able pupils were not challenged and extended as much as they might be. **(This is an area for improvement).**
60. The subject is well led and managed, with a clear action plan and a strategic vision of how the subject needs to be developed. There is good monitoring of how well the pupils are doing so that extra support can be targeted where needed.

Literacy across the curriculum

61. There are good links between English and other subjects. Examples were seen of sustained and extended writing being developed and supported in a range of subjects, such as report writing in science and researching and writing about topics in religious education and history. Good use is made of computers to develop pupils' ability to research and to use word processing, multimedia presentations, text and artwork etc. to enhance their work. English supports pupils' spiritual and personal development well and pupils use a range of texts to help cultural and multicultural development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall and ensures that pupils achieve well.
- The standards have improved at the end of Year 6 over the past three years and all pupils make good progress.
- Good leadership and management of the subject ensure that teaching continues to improve.
- The assessment records are developing effectively but, as yet, are inconsistent across the school.

Commentary

62. The current standards in mathematics at the end of Years 2 and 6 are average. The results of the national tests in 2003 in Year 2 show that the school's performance has remained broadly average for the last two years. This is similar to the standards at the time of the last inspection.
63. The results of the national tests in 2003 for Year 6 were the best since 1998 and the school met its target for the year. The standards were well above average. This is similar to the standards at the time of the last inspection. When compared with schools of a similar type then, the school's performance was average. Throughout the school, there is very little difference between the standards achieved by boys and girls.
64. Because of the good and often very good quality of teaching, most pupils, by the end of Year 2, are working confidently within the work set for their year group. The more able pupils and those of average ability are on course to exceed the Level 2 expected for their age. They already understand and recall addition and subtraction facts for numbers beyond ten. They have been taught well and the amount of work completed so far is good. The pupils with special educational needs and those in need of greater help are achieving well. As the pupils progress through Years 3 and 4, the pace of their work increases and many are competent in the addition of two digit numbers, know the properties of three-dimensional shapes and understand simple co-ordinates that fix positions. Currently, the work of the pupils in Year 6 shows that they are working securely within the work set for Year 6 and, in many instances, that they are challenged appropriately, by more demanding work. All pupils in Year 6 are achieving well. They sustain concentration and many carry out self-assessments of their work at the end of a task.
65. The pupils in Years 5 and 6 were observed devising a spreadsheet on the computer to cost out the expenses for a party. They carefully entered statistics into correct cells and then used formulae to total up their accounts. They have a rapid recall of tables and number addition and subtraction. They can round up and down to make estimations of calculations and often use the laptop computer and projector to show others what they have done.
66. In all lessons seen, the quality of teaching was at least good and, in one lesson in Year 1, it was very good. The lessons are well planned with good learning objectives that are shared with the pupils. The quality of teaching has improved significantly since the last inspection. It is now good overall and has raised the quality of education. The teachers' planning is now very good and there are good assurances that the subject units are covered effectively. The pace of teaching is good, especially during the introduction session. This has been a particular emphasis made by the subject leader through school training to reinforce the pupils' knowledge of number bonds and tables. The pupils, who work quickly but carefully, soon take up this brisk pace. The presentation of their work is good.
67. The tasks are planned carefully to meet the needs of all pupils in the mixed aged classes. Often, this means that younger, more able, pupils work alongside the older pupils in the class. The tasks build upon the pupils' previous knowledge and teachers are beginning to use

the ongoing assessment records to identify whether or not a pupil needs extra help or extension tasks. This is working well and is beginning to raise standards.

68. The subject leader has a secure understanding of the subject and gives the staff good guidance. The development of assessment records is secured at the end of each year with the use of the Local Education Authority tracking software that plots each pupil's attainment and predicts their standards for the end of Year 6. The ongoing assessment records are still being established and the subject leader is maintaining a good overview of this process. **(This is an area for improvement).**
69. The resources are sufficient for current needs.

Mathematics across the curriculum

70. Mathematics is used effectively in design and technology lessons as pupils measure articles and objects they are making. The older pupils also use mathematics in their ICT lessons when using spreadsheets to plan their party. This is a significant improvement since the last inspection.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils make good progress against their earlier attainment.
- The quality of teaching is good and is raising standards.
- Science is used well to develop literacy through the school.
- Although marking is generally good, there are a few examples of careless marking and of marking not being followed up.

Commentary

71. In the most recent standard attainment tests, the pupils in Year 6 scored very highly in science, with all pupils achieving at least a Level 4 and well over half reaching the higher Level 5. Over the past four years, science results have been consistently above the national average. This is similar to the standards at the time of the last inspection. Standards observed during the inspection indicate that pupils are currently working at about the level expected for their age. However, from a low starting point, they make good progress. All pupils, including those with special educational needs, make good progress through the school and achieve well.
72. The overall quality of science teaching is good throughout the school. The teachers are secure in their command of this area of learning and give good, clear explanations. The pupils develop a good command of scientific vocabulary and they readily make suggestions and predictions when appropriate. Good attention is given to developing scientific enquiry and this is an improvement since the last inspection. Very good attention is given to promoting high standards of behaviour. Lesson planning is thorough and the clear learning objectives give a good focus to the learning. A particularly good feature is that, in addition to the science objectives, there are literacy objectives for each lesson and these are a valuable asset in raising literacy and writing standards through the school. Marking is generally good and links specifically to these objectives, with clear guidance on how to improve where appropriate. However, in just a few cases, the marking is rather careless, with occasional examples of incorrect marking and of teachers' instructions being apparently ignored but not followed up. Although this is not common, it does not help to develop good learning 'habits'.

73. The pupils have very positive attitudes to science and are keen to get involved. They have a secure knowledge of what they have learned and so, when the pupils in Years 2 and 3 were asked, "*What are we doing in science?*" a veritable 'shoal' of hands went up and the pupils responded by talking about what they knew about electricity and its uses. They then went on to plan and carry out effective investigations into conductivity. The pupils in Years 5 and 6 were equally keen to investigate the factors that might affect the size and position of shadows. The pupils communicate their findings well through discussion, through ICT, in writing, drawings and charts.
74. The science co-ordinator has only just taken responsibility for the subject but already has a secure grasp of what is being done in science across the school. Overall improvement has been satisfactory since the last inspection, with high standards being maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- The pupils' attainment at the end of Year 2 and Year 6 is above average and their progress is very good.
- The quality of the support given by the teaching assistant responsible for ICT is good.

Commentary

75. The school recently appointed a teaching assistant to support the pupils' learning and she now teaches all the pupils in the school in small groups. With the use of the school's ICT network, the pupils can continue their work back in the classroom following this tuition. This decision is proving to be a good use of funding and demonstrates the school's principle of best buy as the pupils are achieving very well and reaching standards that are above average at the end of Year 2 and Year 6. Throughout the school, the pupils achieve well in their uses of ICT. This shows a significant improvement since the last inspection.
76. The teachers use the national guidelines very effectively to plan the curriculum for their classes. These plans are then shared with the teaching assistant, who works closely with the teachers and the pupils to meet the targets set. Other improvements have been made to support the teaching and learning in other subjects. The teachers have all completed an in-service course successfully and this has improved their own skills and knowledge effectively. Consequently, the school's performance in ICT has improved substantially since the last inspection, when it was satisfactory.
77. During the inspection, the pupils were keen to demonstrate their work, which was saved in their folders on the computer system. Some Year 5 and 6 pupils downloaded programs with ease and ran their files to show a good quality of work in graphics, word processing, databases and, in some cases, the use of the Internet. These examples of work all showed these improvements. The pupils in Years 5 and 6 have an above average attainment and skills in the use of ICT. They recently completed a multi-media presentation about "*Me*". This included a slide show of text, digital photographs and clipart with the accompaniment of sound and music.
78. The pupils are confident in their uses of ICT and easily access their work. They are enthusiastic and many stay to after school computer club to continue work or to explore new programs. Some older pupils have created a school magazine that is published by them once a term.

79. The teachers have good level of skills and knowledge and use ICT very well. Plans are created on the computers and these are then stored for future use. The school also uses a tracker system to record assessments made at the end of each year for English and mathematics.
80. The subject leader has a very good knowledge of the subjects and how these relate to the needs of the school. All teachers and the teaching assistant use the Local Education Authority assessment program to record the ongoing assessments for each pupil at the end of a unit of learning.

Information and communication technology across the curriculum

81. In literacy and numeracy lessons, the teachers use a laptop computer and digital projector to help with the presentation of the teaching. This provides a good stimulus as the pupils demonstrate their answers and ideas using the keyboard and screen for whole class involvement.
82. In many of the pupils' books throughout the school, it is evident that they use wordprocessing well to write stories and also poems. In mathematics, good use of spreadsheets to design a party plan was evident and the pupils created formulae to calculate the total expenditure for the party and individual items required.

HUMANITIES

History and Geography

Commentary

83. No lessons were observed in geography and only one history lesson was seen as this term's focus is on history. Pupils' work in geography as well as wall displays and planning documents in both geography and history, show that there is satisfactory coverage of the National Curriculum.
84. Only one history lesson was seen, so it is not possible to make a judgement on the quality of teaching and learning. However, in this lesson, the teaching was good and Year 5 and 6 pupils had a secure knowledge about Ancient Greeks. An analysis of the pupils' work shows that standards are at the levels expected for age groups across the school and that pupils make good progress. Good use is made of visits, such as to West Stow Anglo Saxon Village, to extend pupils' experiences and enrich the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Too few lessons were seen in each of art and design, design and technology, music and physical education to make a firm judgement about provision. Nevertheless, the teachers' plans throughout the school are comprehensive and follow the national guidelines well for each subject.
86. Only one **art and design** lesson was seen during the inspection but, from the displays of painting and graphics from the computer work around the school, the quality of work is judged to be broadly average. The pupils throughout the school use a wide variety of media, which include pencil crayons, paints and collage. The quality of painting in the Years 1 to 4 is bold and colourful but in Years 5 and 6 there is little development of the use of finer strokes and techniques.

87. The use of quick drying clay provides a good media for the pupils to experiment with modelling. In Years 2 to 4, they were observed making pots, such as a thumb pot and a coiled pot. This they found difficult but persevered and produced good shaped pots with impressed designs by the end of the lesson. The quality of teaching in the one lesson observed was good. The teacher had good subject knowledge and helped all the pupils to make a finished pot successfully.
88. During the inspection only a limited amount of **design and technology** work by pupils in Years 5 and 6 was seen but one lesson was seen in Year 1. Consequently, it is not possible to make a judgement about the standards of work at the end of Years 2 and 6. In the lesson observed, the quality of teaching was good and consequently the pupils worked conscientiously following their design of a vehicle. They listed their requirements and made predictions and plans about what they wanted to construct. They evaluated the making of the vehicle with comments made to the teacher and the teaching assistant about the positioning of wheels and how they might secure the axles. With careful questioning, the pupils were guided to a decision. Their skills are developing well and they achieve well. Planning for the subject throughout the school was good.
89. The planning for **music** throughout the school is good and includes all the elements required. Only two lessons were seen during the inspection, one in Year 1 where the teaching was satisfactory and one in Year 6. In the lesson for the older pupils, the quality of teaching was good. The standard of music performed by the pupils in Year 6 was in line with expected levels for their age. In both lessons, the quality of singing was good. The younger pupils are beginning to recognise high and low and also that some written notes have longer values. The pupils in Year 6 sing with clarity and good tone and can cope with changing rhythms and singing two-part songs in the round. They are also beginning to compose short pieces of music as they try to reflect upon a theme or mood. This is progressing well and the pupils achieve well. The practicing for a school performance after school showed off the talents of a small group of pupils who willingly sang solos and in two and sometimes three parts. This was most impressive and above average. The inspiration for this work stems from the enthusiasm and talents of the teacher, who teaches music one afternoon a week.
90. Only one lesson of **physical education** was observed in Years 1 to 6, so it is not possible to make a secure judgement of either the quality of teaching or the standards attained at the end of Years 2 and 6. The one lesson seen was a lively Year 1 gymnastics lesson in the hall. This was very well planned and organised and the good teaching allowed all pupils to develop well, despite the obvious lack of space in this small hall. The teacher was particularly good at noting down how well different pupils were doing and this very effective use of assessment enabled the teacher to pick up individual pupils' needs and give appropriate support. It also meant that she could use this information to plan the next lesson to meet their needs.
91. Part of a multi-sports session was observed. The pupils in Year 5 and 6 were receiving coaching in rugby skills from qualified coaches, who effectively taught pupils the skills of carrying, passing and scoring with the ball. The class teacher supported and it was again pleasing to see that assessment notes were made to help in planning for future lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. The provision for the pupils' personal, social and health education and citizenship is very good. The pupils' personal, social and health education is very well provided for and this is evident in the very good relationships, attitudes and behaviour throughout the school. The school has an appropriate programme for sex education as well as giving attention to the use and misuse of drugs and alcohol. The school council made up of elected "councillors" gives the pupils opportunities to take part in making decisions about some whole-school issues.

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	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
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).