

INSPECTION REPORT

BIDFORD-ON-AVON C OF E PRIMARY SCHOOL

Bidford-on-Avon, Alcester

LEA area: Warwickshire

Unique reference number: 125625

Headteacher: Mrs Ellen Honeybunn

Lead inspector: Julian Sorsby

Dates of inspection: 4th – 6th November 2003

Inspection number: 255505

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll; 261

School address: Bramley Way
Bidford-on-Avon
Alcester
Postcode: B50 4QG

Telephone number: (01789) 773201

Appropriate authority: The Governing Body
Name of chair of governors: Mrs Angela Ballard

Date of previous inspection: 2nd March 1998

CHARACTERISTICS OF THE SCHOOL

Bidford on Avon C of E Primary School is a larger than average size school housed in a new building located in a pleasant small town near Stratford upon Avon in Warwickshire. Most pupils are taught in single age classes, but some pupils of every age are taught in mixed age groups. Class sizes range from 18 to 30, most being 25 or 26. Almost all pupils are of white British or other white backgrounds, with a small number being of mixed backgrounds. All pupils speak English as their mother tongue. Eighteen per cent of pupils have special educational needs and 2.3 per cent have statements of special educational needs. The former proportion is about average while the latter is well above average. Fifteen per cent of pupils joined or left the school at times other than normal in the past year, which is about average. The school educates 24 pupils who are children of travellers. Overall, pupils' attainment on joining the school is average. The school has good links with a private nursery on the same site.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
8937	H Allen	Lay inspector	
25778	A Hicks	Team inspector	Mathematics Information and communication technology Design and technology Music
30128	S Stanley	Team inspector	English Geography History Religious education Provision for pupils with English as an additional language
23010	L Watson	Team inspector	Science Art and design Physical education Areas of learning for children in the foundation stage Provision for pupils with special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory quality of education and satisfactory value for money. The school has gone through a difficult period with several changes of leadership and falling standards. Leadership and management are now good, problem areas have been identified and are being addressed and standards are rising. The quality of teaching is good overall, with three quarters of all lessons seen being good or better, although a small amount of unsatisfactory teaching was seen in two classes. Because of discontinuity caused by high staff turnover in recent years, older pupils' learning has only been satisfactory and they have made satisfactory progress over time.

The school's main strengths and weaknesses are:

- Overall good teaching and learning despite some unsatisfactory teaching seen in two classes.
- Pupils' attitudes, behaviour and relationships throughout the school are very good.
- Teachers know their pupils well, respect their views and pupils feel valued.
- Leadership and management, including that in Reception, English and mathematics are good, and governance of the school is very good.
- Some aspects of information and communications technology (ICT) are not being taught to all pupils.
- The school has yet to fully implement its effective whole school procedures for assessing what pupils know, understand and can do and use the information to set targets for each pupil.
- The poor attendance by the children of travellers impacts on the school's overall results.

The school was last inspected in March 1998. Following a decline in its effectiveness, significant progress is once again being made and the school has returned to being effective. Overall, standards are better than at the time of the last inspection. Despite problems in one class teaching is good, as it was. The problems in the one class are being addressed. The curriculum has improved and is now satisfactory, although some aspects of ICT are still underdeveloped. Leadership, management and governance are much improved. Health and safety procedures have improved. Changes in leadership have delayed progress towards dealing with the key issues from the last inspection but most have now been successfully addressed. The school has improved satisfactorily.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve satisfactorily overall. Children's levels of attainment on entry are generally average though these vary noticeably from year to year. Children in the Foundation Stage achieve well, and those who recently joined Year 1, having started from a lower base, reached the goals expected of them. Overall, current pupils throughout the school are achieving satisfactorily. Pupils who sat the national tests at the end of Year 2 in 2003, reached standards in writing that were well above both the national average and that for similar schools; in mathematics they were above average and in reading they were average. This group of pupils achieved well and in all three subjects the proportion of pupils who reached higher than expected standards was above average.

Standards in science, as assessed by teachers, were above average. In the national tests in 2003 for pupils at the end of Year 6, standards were above the national average in English, average in science and well below average in mathematics. Compared to similar schools, standards were well above average in English. The proportion of pupils who achieved the higher levels was above average in English, average in science but below average in mathematics. This group of pupils achieved satisfactorily. The decline in mathematics standards over the past three years has been arrested and reversed and pupils currently are achieving at satisfactory standards for their ages. Pupils with special educational needs achieve well throughout the school. Pupils overall rate of progress, and the standards they have achieved year on year have been affected by staff turnover; by the differing proportion each year of pupils who attend poorly because of their family lifestyle, and particularly in 2002, by a disproportionately high number of pupils in the group with special educational needs.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development are satisfactory. Pupils' attitudes and behaviour and the relationships they develop are very good. Overall, pupils attendance rate is satisfactory, although that of the children of travellers is poor.

QUALITY OF EDUCATION

The school is providing a satisfactory quality of education. The quality of teaching and learning are good throughout the school except for two classes, in one of which the teaching seen was unsatisfactory. Although many pupils learn well, current pupils are only achieving satisfactorily for several reasons. Procedures to monitor pupils learning and to set them personal targets are being implemented but are not yet sufficiently rigorous. The curriculum is undergoing a required major overhaul, part of which involves developing the role of subject leaders so that they can better support colleagues in raising pupils' standards. While the management of English and mathematics is now good, this has not yet had its full impact on standards, especially in older classes. Staff turnover has caused discontinuity in learning for many pupils. Poor attendance by some, slows their learning. Finally, the effect on older pupils of spending some years in the school while it was less effective, has yet to be fully overcome.

The school works well with parents and has good links with the community. The school provides many community-oriented activities for parents and other visitors. Pupils are well cared for and all participate fully in all the school offers.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. Governance of the school is very good. Subject leaders are providing satisfactory leadership of their subjects. In a short period of time, through the leadership of the headteacher, a very clear vision, positive attitudes to learning based on a strong Christian ethos, shared values and a strong partnership between very well informed governors and senior managers have been developed. In addition some very good strategic planning has taken place. This has enabled the school to identify and begin to address areas for development, including deficiencies to the ICT curriculum.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about and supportive of the school. Some highlight communication with them about their children's progress as an area for further development. Pupils speak well of the school and like attending.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching in that class where it is unsatisfactory.
- Continue and complete the current development programme to:

- Fully implement the new assessment and target setting policy and procedures
- Further develop the role of subject managers

and, to meet statutory requirements:

- Ensure that all elements of the ICT curriculum are taught to all pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards are satisfactory at the end of the reception year and Years 2 and 6. Pupils in the Foundation Stage achieve well whilst in the rest of the school achievement is satisfactory. There is no variation between the achievement of boys and girls.

Main strengths and weaknesses

- Children's achievement in the Foundation Stage is good.
- The good progress made by pupils with special educational needs.
- The reversal of the decline in standards in mathematics.
- Pupils' have unsatisfactory skills in ICT, because part of the curriculum is not being taught.

Commentary

1. The effectiveness of the school in raising pupils' standards is improving rapidly, but actual results obtained are subject to some factors that the school cannot influence. These are:

- the standards of children joining the foundation stage vary significantly from year to year. Children achieve well, but whether they achieve their targets in their areas of learning is dependent on where they started from.
- the results obtained by the significant proportion of pupils who attend poorly because of their life style.
- the proportion of pupils who have special educational needs varies significantly from year to year. They achieve well, but the standards they reach are generally lower than that of other pupils.
- The proportion of pupils who join the school late in their primary school life

2. For example, of the 37 pupils who sat the national tests at the end of Year 6 in 2003, 15 had special educational needs, 13 joined the school since Year 3 and three were travellers. Despite these factors, standards were well above average in English and average in science. They were well below average in mathematics.

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

Standards in:	School results	National results
English	28.0 (27.3)	26.8 (27.0)
mathematics	25.5 (26.4)	26.8 (26.7)
science	28.5 (28.1)	28.6 (28.3)

There were thirty-seven pupils in the year group. Figures in brackets are for the previous year

3. Pupils in Year 2 who sat the national tests in 2003 did well. Their standards were above the national average and the average for similar schools in mathematics and well above in writing. In reading they were average. This was a good result and was achieved despite the adverse influences described above. In all three subjects, the proportion of pupils that achieved higher than expected standards was above average.

4. Year 6 pupils in 2003 also did well in national tests. In English their standards were above the national average and well above average compared to similar schools. They achieved very well, and the proportion that achieved the higher levels in English was above average. In science their

standards were average compared to all and to similar schools, as was the proportion that achieved the higher levels. However, in mathematics pupils' standards were well below average. This was due to the management of the subject, which was unsatisfactory and contributed to the lower standards.

5. The management of mathematics is now much improved and standards are rising. Pupils now in Year 6 are, just a half term into Year 6, working at standards that are in line with expectations for their age. In Years 2 and 6 standards in the core subjects of the curriculum are in line with expectations for pupils ages and the stage of the academic year.

6. In history, geography and religious education, standards in Years 2 and 6 are in line with expectations. In art and design, pupils make good progress and standards are above expectations in Years 2 and 6. In ICT, although teaching and learning are good and pupils achieve well, standards are below expectations because lessons do not cover the full range of elements of the curriculum.

7. Pupils with special educational needs achieve well in relation to their capabilities and learning targets. Analysis of assessment data shows that some of these pupils reach comparable standards with those of their classmates.

Pupils' attitudes, values and other personal qualities

8. Pupils enjoy coming to school and have a very positive attitude to lessons. Their behaviour both in lessons and around school is consistently very good. Attendance is satisfactory overall. Most pupils have good attendance records. However, because of their lifestyle, the children of travellers attend infrequently despite the school using its best efforts to encourage better attendance. The school's ethos fosters a strong moral code and community spirit. Pupils' spiritual and cultural development is satisfactory. There has been satisfactory and considerable improvement since the last inspection, when attitudes and behaviour had been a concern and issue for improvement.

Main strengths and weaknesses

- Pupils enjoy lessons. Their positive attitude helps their learning.
- Pupils behave well both in lessons and around the school.
- Pupils, particularly older pupils, are eager to take on responsibility.
- Pupils understand right from wrong. There is a strong moral code and pupils understand well the responsibilities of living in a school community.
- The poor attendance by the children of travellers limits their learning.

Commentary

9. Pupils arrive promptly for school. The attendance of most pupils is good, but that of some is poor. The school, supported by outside experts, has still to convince the parents of these children of the importance of education and of the need to attend regularly.

10. Most pupils enjoy coming to school greatly and they are very disappointed when they cannot attend because they are unwell. This positive attitude is reflected in the classroom where pupils are eager to answer questions and want to do well. Their enthusiasm for learning is only dampened in the few lessons where teaching is unsatisfactory or less motivating. Pupils like lessons, particularly mathematics and art but most of all they say they like school because they can be with their friends.

11. Pupils' behaviour both in the classroom and around school is very good. They are aware of what is expected of them and many pupils help others to 'be good'. For example, many pupils were heard telling others they are not supposed to run in the corridor. Pupils recognise that a few pupils sometimes have a problem and are sometimes naughty. However, they also confirm the school handles the few incidents of poor behaviour well and there is no bullying. In the past year four pupils were excluded for fixed periods, two of them twice, because of their behaviour.

12. Pupils are eager to take on responsibilities. Those who have special responsibilities, such as school milk, equipment, assembly or library monitors take their duties very seriously and wear their badges with pride.

13. Relationships between pupils are very good. All pupils, regardless of background, get on well with each other and there is a true community spirit about the school. Older pupils support younger ones very well and can often be seen organising games for them in the infant playground. These relationships extend to the classroom where pupils work very well and support each other during group activities.

14. There is a very strong moral code and pupils have a clear understanding of right from wrong. They understand the school rules and why they are necessary. Pupils show respect for the feelings of others at all times and through lessons are beginning to gain an understanding of cultures and beliefs. However, pupils learn about other cultures mainly through religious education and therefore their understanding of the wider world, for example Europe, Africa and America is not well developed.

15. Some provision for pupils' cultural development takes unusual forms! For example, there was the Shrove Tuesday when the headteacher burst into a Year 3 lesson with a number of plastic tennis rackets, stopped the lesson, ordered the staff to the kitchen to make pancakes and took the pupils to the playground for a pancake tossing race. Unorthodox perhaps, but the pupils now know about Shrove Tuesday – and will likely never forget it! No wonder pupils describe this school and their learning as fun.

16. Most pupils with special educational needs have a positive attitude towards learning and they work hard to achieve their targets. Pupils are clearly involved in the writing of their targets and the assessment of their own progress. They have very good relationships with their teachers and support staff.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.0
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	181	6	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
No ethnic group recorded	29	0	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

17. **As at the time of the last inspection, the overall quality of education provided by the school is satisfactory.** With the exception of one class, the quality of teaching is good, and pupils learn well. Following a period of decline after the last inspection, the quality of education has improved in the past two years.

Teaching and learning

18. The quality of teaching and learning throughout the school, with the exception of one class, is good and pupils learn well. Teachers assess what pupils know satisfactorily and use this information in their planning.

Main strengths and weaknesses

- Teachers have good knowledge of the subjects they teach.
- Teaching in the Foundation Stage and the teaching of English are particularly good.
- Most teachers manage and motivate pupils well, and consequently behaviour is good.
- Some unsatisfactory teaching takes place. This was predominately in one class.
- Teaching of pupils with special educational needs is good.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	5 (14%)	20 (57%)	6 (17%)	3 (9%)	0(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.

19. The range of teaching observed in the school is from excellent to unsatisfactory. Three quarters of all teaching seen was good or better, and the majority was good. Most teaching is good and most pupils learn well. Three unsatisfactory lessons were seen, one taught by a temporary teacher. Two others occurred in one class.

20. In all but very few lessons, teachers plan appropriately to meet the needs of all pupils. Satisfactory attention is paid to monitoring what pupils know, understand and can do and this information is used as teachers plan their lessons. However, the school's assessment systems are new and require more time to become fully effective. In the meantime, teachers use their good knowledge of pupils to supplement formal assessment procedures, and the resultant information is sufficient to ensure lessons are appropriately planned. The developing assessment procedures are not yet sufficiently rigorous to enable teachers to set pupils meaningful and detailed targets for the next stage of their learning and hence, pupils are not always aware of what they need to do to improve.

21. Particular strengths of teaching include the way in which most teachers motivate their pupils so that they want to do their best. The atmosphere in lessons is one of hard work and keenness to learn. Teachers use their good subject knowledge to make lessons interesting and most lessons proceed at a brisk pace with pupils eagerly participating. Teachers have high expectations of pupils, particularly of their behaviour, and pupils do not disappoint. Teachers are very conscious of pupils needs and, for example, encourage pupils, such as the children of travellers, who have particular difficulty with reading and writing, to answer questions verbally so that they learn despite their

problems. Teachers use the available skilled support staff to enable all pupils to participate fully in lessons and to make progress.

22. Unsatisfactory teaching was seen in two classes. In one of these lessons the teacher was temporary. The school has suffered from high staff turnover and has done its best to ensure that the teaching being provided in all classes where temporary teachers have needed to be employed is at least satisfactory. In a second class, two unsatisfactory lessons were observed. The school had already identified these weaknesses and appropriate support is being given to ensure the quality of teaching improves. In the former of these two classes the problem was a lack of attention to what individual pupils knew and hence what they needed to learn next. Hence not all pupils were appropriately challenged. In the latter class, behaviour management was not effective, much time was wasted and too little progress was made.

23. Teaching for pupils with special educational needs is good and consequently, they learn well. Teachers know the pupils' learning needs well and brief the class or specialist support staff effectively so that they can provide the help the pupils need. They take care to involve pupils in answering questions so that they fully participate in all activities.

24. The quality of teaching is as reported at the time of the last inspection.

The curriculum

25. Overall, the curriculum is good. However, not all aspects of the required curriculum for ICT are being taught to all pupils.

Main strengths and weaknesses

- The Foundation Stage curriculum provides children with a good range of learning opportunities
- Provision for pupils who have special educational needs is good
- The school makes available a good range of extra-curricular opportunities
- Children of travellers are well integrated by adaptation of the curriculum.
- The school has very good accommodation that supports the teaching of the curriculum.
- The curriculum for ICT is unsatisfactory. It does not fully meet statutory requirements.

Commentary

26. All subjects of the national curriculum are taught, as is religious education in accordance with the locally agreed syllabus. There is an appropriate balance between the time spent teaching individual subjects to pupils of various ages in the school, taking account of the particular needs and interests of pupils.

27. The school provides a good curriculum to children in the Foundation Stage. Learning here is fun as children participate in well thought out and well structured activities, with sufficient time to take part in structured play and to employ their developing curiosity and investigative skills, for example in looking at books of their choice or in role play.

28. The school provides pupils with a range of extra-curricular opportunities. Pupils enjoy a range of sport and creative activities as well as playing musical instruments. For pupils of this age, the range of opportunities is good.

29. Provision for pupils with special educational needs is good. Pupils learn well with adequate support. The school fully meets statutory requirements and the pupils' individual education plans are effective in raising rates of progress. The children of travellers, who have particular difficulties with reading and writing are enabled to participate in all lessons because teachers plan appropriate support for them. They are well integrated.

30. The school has been rehoused in a new building since the last inspection. This is bright and airy and provides pupils with very attractive learning areas. Subjects such as ICT and English, because of the magnificent combined library and ICT suite, are now well supported by the accommodation.

31. There are aspects of the ICT curriculum that have recently been included in teachers' lesson planning, but not yet for all pupils. For example, some pupils do not learn how to program robotic toys so that they perform intended movements or how to make simple computerised control mechanisms. Other parts of the curriculum are good and are taught well.

32. Aspects of the curriculum are better than at the time of the last inspection. For example, now there are schemes of work for all subjects, and themes taught are better ordered. Extra curricular activities remain good. At the time of the last inspection the ICT curriculum met requirements, but the curriculum has not developed sufficiently to meet current broader requirements. The school's accommodation is very much improved.

Care, guidance and support

33. There has been good improvement in this aspect since the last inspection. Arrangements for health and safety are now secure. There is a warm, family atmosphere within the school where pupils feel very safe. Arrangements for admitting pupils to the reception class are very good. The school seeks and acts on pupils' own views. However, pupils are not sufficiently supported in helping them understand what they need to do to improve their learning.

Main strengths and weaknesses

- Pupils have very trusting relationships with adults at the school and are confident there is someone they can talk to if they have any problems.
- Induction arrangements for pupils entering the reception class are good.
- There is insufficiently frequent setting and sharing of targets with pupils, (other than those with special educational needs and those in Reception), to help them understand what they need to do to improve.

Commentary

34. The move to a new site has resolved many problems concerning safety as reflected in the previous inspection report. The welfare of pupils is a high priority for all staff at the school. Child protection procedures are secure and pupils are well looked after if any accidents happen. Records bear testament to the number of children who feel they can seek help from a lunchtime supervisor, often requiring little more than a word of kindness because they have had a minor bump or a disagreement with a friend. This quality of support reflects the caring ethos of the school in which all pupils have a trusting relationship with a range of adults.

35. There are good induction arrangements for pupils who are new to the school. This is particularly so for the children who attend the private nursery attached to the school, who have opportunities to join older children in joint lessons and lunchtime activities. The school is responding to the problems of the number of children who join later than normal in their school life.

36. Pupils confirm they feel valued by staff and many commented that they appreciate the opportunities provided to let others know what's good about their school and what needs improving. Seeking pupils' views through a questionnaire is a well established procedure and staff evaluate responses and act on suggestions made.

37. Pupils are consulted about their learning and discuss the targets they are going to work to during the term. However, for most pupils, targets are not sufficiently revisited during term and as a result many pupils are not aware frequently enough of what they need to do to improve. Pupils in the

Foundation Stage and those with special educational need have a far clearer understanding of what they know and what they need to do to improve, because teachers monitoring is better used to evaluate progress and develop future targets.

Partnership with parents, other schools and the community

38. There has been satisfactory improvement in this aspect since the last inspection. Parents hold the school in high regard. The move to a new site has enabled the school to become better recognised as a community school. The school has satisfactory links with other schools in the area.

Main strengths and weaknesses

- The school has good relationships with the community and a much-improved reputation.
- The new building has enabled the school to have a higher profile within the community.
- Most parents are very supportive of their children's learning, particularly parents of children in the reception class and those with children who have special educational needs.
- The information given to parents about their children's progress and targets is insufficiently detailed to enable them to help their children's learning.

Commentary

39. The relationship between staff and parents has now improved and is back to its previous good level. Parents have high praise for the school and its staff. The move to a new site that includes a library, parish council office and private nursery has enabled the school to develop a reputation as a true community school.

40. Parents are very supportive of the school. Some help in lessons such as art, design and technology and swimming, and others participate in visits or support after-school activities such as football clubs. A number of parents also attend classes such as antenatal and parenting classes that are run at the school. The school has a very active parent teacher association that both raises funds and helps with school activities such as the recent excellent conker competition. The very strong community commitment to the school is exemplified by the efforts of everyone to improve the landscaping at the front of the new school with parents, staff and pupils all giving up their time to plant hundreds of plants that have been donated to the school.

41. Parents are happy with much of the information they receive from the school. The weekly newsletter is much appreciated and parents also receive information on the curriculum their children will be covering over the coming term. However, parents are rightly concerned that they do not get sufficient information on the progress their children are making. The quality of annual reports varies from year to year and apart from the reception year provide parents with little information on their children's progress or what they need to do to improve.

42. Due to its new location the school has naturally become a focus for the local community. However, the school rightly recognises it needs to do more to fully utilise the opportunities that are presented. For example, the school development plan includes appropriate actions to develop the school's link with the public library and so improve curriculum opportunities for pupils. The school has good relationships with the private nursery that is run on part of the new site. However, the school acknowledges that relationships with other Early Years providers in the area need to be strengthened. Similarly links with other primary schools in the area are underdeveloped and this results in opportunities to share good practice being missed. Links with the secondary schools to which pupils transfer, are good.

43. The school involves and consults the parents of pupils with special educational needs from the earliest stages of identification and in regular reviews of progress. Parents are encouraged to participate in the drawing up of targets and their knowledge and experience of their children's progress is highly valued.

LEADERSHIP AND MANAGEMENT

44. **Leadership and management are good.** The headteacher, very ably supported by the senior management team, provide very good leadership. Management of the Foundation Stage, English and mathematics are good, but the management of other subjects requires development. Governance of the school is very good.

Main strengths and weaknesses

- Governors are very well informed and participate very actively and successfully in helping the school to improve and standards to rise.
- There is a very clear educational direction and a shared vision.
- Priorities are very well selected and areas for development are addressed well.
- Senior management and governors understand how to ensure that every pupil's needs are met, and are successful in doing so.
- Senior managers set high standards for their relationships, work and conscientiousness, which others emulate.
- Other than in English and mathematics, the role of subject managers is in its infancy and is not yet sufficiently developed to raise standards.

Commentary

45. The headteacher works very closely with governors and they share a very good relationship and common values. She has carefully prioritised her and the staff's actions. On her arrival, the top priority was to overcome a serious problem with pupils' behaviour and attitudes and to establish an environment conducive to learning. This has been achieved very well. The next priority was to plan for and carry out the move of the school to its new building. This too was accomplished with efficiency.

46. Throughout, measures were taken to improve pupils' standards. Through measures such as the monitoring of lessons by the headteacher and deputy headteacher and through performance appraisal, appropriate support is given to help teachers to improve their work. The headteacher is held in high regard by all, not least because of the respect she has for colleagues, pupils and their parents.

47. The school knows its strengths and weaknesses well and has planned well to deal with areas for development that will further raise pupils' standards, by incorporating them in the school development plan. Inspectors judge the identification of the initial priorities to implement new policies and procedures, particularly concerning pupils' behaviour, and the need to deal with previous high staff turnover, as having been appropriate and timely. Improving the leadership and management of some subjects, including ICT, is one example of a need that was not considered to be of the highest priority but is now receiving attention. Most teachers now have new subject responsibilities and are working hard to develop the support they give to colleagues.

48. The management of special educational needs is good. The co-ordinator has created an effective team of support staff. She also works well in liaising with teaching staff and external support agencies. The school's documentation for the pupils is clear, concise and kept up to date. The school spends its allocated funds well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	512 091
Total expenditure	524 279
Expenditure per pupil	1 906

Balances (£)	
Balance from previous year	35 240
Balance carried forward to the next	23 052

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. The overall provision for children in the reception classes is **good**, as reported at the last inspection. All children achieve well and reach the goals appropriate for their age by the end of Reception. Although the current group of children have average skills, in past years, some groups have been below average and provision has been only satisfactory. By the end of the reception year, the standards of last year's reception class were average in all areas of learning. The quality of teaching and learning is consistently good. The curriculum and resources provide good opportunities for children to experience a wide range of activities that prepare them well for the national curriculum.

Main strengths and weaknesses

- The bright, colourful rooms provide a warm, welcoming environment conducive to children's learning.
- Staff know the children and families very well and are dedicated to meeting the children's needs.
- Good teaching and teamwork and the use of careful assessment enable children of all capabilities to learn and achieve well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

50. Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Very good relationships have been established so children feel confident, secure and happy.
- All staff have high expectations.

Commentary

51. Most children meet their early learning goals by the end of the reception year. Teaching is good and children make good progress. They are encouraged to be independent and are regularly given opportunities to select their own activities. The children are encouraged to share resources and discuss their ideas. They respond well to the very good example set by adults, helping to promote their moral and social development. This area of development is emphasised consistently throughout all the children's learning and is well planned for. The quality of provision and standards achieved have been maintained since the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop the children's language skills and teaching is good.

Commentary

53. Teachers plan well for this area of learning. This enables most children to reach expected levels and some to exceed them by the time they start Year1. Similar standards were found during the previous inspection. Children are taught well and learn quickly. Those with special educational needs achieve equally well. Adults treat the children with respect and they make good progress in

developing their listening and speaking skills. They follow stories with understanding and interest. They are beginning to form letters correctly and recognise initial sounds. The well-organised classrooms ensure that children have regular access to a wide range of books and writing materials. Carefully planned activities provide good opportunities for children to learn.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning, which ensures children achieve well.
- Every opportunity is grasped in all activities to promote children's mathematical development.

Commentary

55. Most children achieve the early learning goals by the end of Reception, reflecting the findings of the last inspection. The teaching of numeracy skills is good and children achieve well. Adults make good use of quality resources and plan activities to promote children's counting and their good understanding of terms such as more than and bigger than. They learn the names of two and three-dimensional shapes when making patterns and playing well-organised games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is well planned to promote learning in this area.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them.

Commentary

57. Most children reach the expected levels by the end of reception. Teaching is good and children are given well-planned opportunities to broaden their experiences and gain a greater understanding of the world. They experience a sense of wonder when exploring light and dark and quickly learn the importance of their senses. They begin to develop their computer skills, using a mouse to group pictures according to initial sounds, an activity which also reinforces their literacy skills. Children make good progress and are well motivated by exciting and stimulating activities.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Activities are well planned and stimulating which ensures children interest and enables them to achieve well.

Commentary

59. Standards are above those expected of children of this age. The quality of teaching and learning is good. Resources and facilities are used well to promote children's physical development. Activities are challenging and ample time is given for children to gain confidence, improve their skills

and therefore achieve well. All children are encouraged to participate and there is good support for children with special educational needs.

CREATIVE DEVELOPMENT

60. Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers know the children very well and plan challenging activities, which enable children of all abilities to achieve equally well.

Commentary

61. Most children are working at levels expected for their age and achieve their goals by the end of Reception. Teaching is good. Resources are well organised and children are encouraged to develop their own ideas and work independently. They are given opportunities to show each other their work such as lanterns they have made and hence develop a sense of pride in their achievement. This develops their spiritual and social development. Children are encouraged to share resources and work co-operatively. During a music lesson they listen carefully and sensibly take turns to "conduct" the class playing percussion instruments. They make good progress developing their understanding of fast and slow rhythms although they tend to associate them with loud and soft respectively! Less confident children are well supported and encouraged to participate fully.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

62. Provision in English is **good**.

Main strengths and weaknesses

- Standards are improving in all areas of the subject.
- The quality of teaching and learning is good in most lessons seen.
- There are stimulating reading areas in classrooms and the library.
- Relationships are good.
- Sufficient time has been recently allocated which is enabling the subject manager to monitor work in classrooms.
- Marking of pupils' work and reporting to parents do not always give a clear picture of how well pupils are doing or what they have to do to improve.
- There are insufficient textbooks for some classes and a limited amount of appropriate text for lower ability older pupils.

Commentary

63. Standards in English are rising because of the school's focus on improvement in this subject. This is evident in recent national test results and in lessons and work seen. There have been some variations year by year because of the make up of particular groups of pupils.

64. Pupils, including those from minority groups, pupils with special educational needs and higher attaining pupils, achieve well throughout the school. Pupils with special educational needs are particularly well supported and every effort is made by staff to raise their attainment by carefully planned work and good support and encouragement. In all year groups there is a wide span of ability. There is no significant difference between the attainment of boys and girls. Standards have improved since the last inspection. In lessons seen, most pupils speak confidently. Staff work hard to help them to extend their vocabulary by repeating and explaining unfamiliar words; encouraging pupils to talk to each other and by using drama activities to help pupils to communicate confidently. Consequently, both their understanding and their ability to communicate are improving.

65. Pupils achieve well in reading, with the development of their knowledge and enjoyment of books going hand in hand with the development of their reading skills. Standards are presently a little below average in Years 1 and 2 and average in Year 6, reflecting the different groups of pupils. There are good opportunities during the school day for pupils to engage in group, paired and silent reading. All pupils are encouraged to read with parents and carers at home and this helps them to make good progress. Pupils are clear about the strategies that they need to use to work out how to read words and sentences and most tackle new reading material confidently. Pupils, especially older ones, are developing firm preferences for the work of different authors. Shakespeare, Philippa Pearce and Malorie Blackman are firm favourites. Generally book areas in classrooms are well organised. There are many displays to capture pupils' interest; however, there are insufficient examples of pupils writing. The large library is a multi resource centre and is used for ICT and whole class literacy. This is an improvement of which the school is rightly proud.

66. Staff have worked hard and successfully to drive up standards in writing. These are now above average in Years 2 and 6. Pupils achieve well because of good teaching. Factors that have been 'instrumental in raising standards are improved teacher's planning, interesting writing tasks set, opportunities for pupils to practice writing in a range of genres and opportunities to write long pieces of work. In work seen, presentation and handwriting is overall good. However, there is limited evidence of pupils' having the opportunity to correct and redraft their work. Although marking encourages, it does not always make it clear what pupils have to do to improve.

67. In the lessons seen teaching ranged from excellent to unsatisfactory and was good overall. It is evident from both lessons and work that some of the teaching is of a high quality with an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities including ICT and this enables pupils to achieve well. In Year 4, for example, pupils worked well discussing and writing *what comes next* after reading an adaptation of the opening of *Macbeth*. Pupils concentrate well in lessons and work hard. In the unsatisfactory session planning did not meet the needs of all pupils. Consequently, not all pupils were engaged in the lesson and they did not move forward sufficiently.

68. The subject manager has a clear view of what needs to be improved and has worked well with staff to put improvement strategies into practice. Monitoring work in the classroom has only just begun. There are insufficient copies of class readers in some lessons.

Language and literacy across the curriculum

69. Pupils use their language and literacy skills well in other subjects. Many opportunities are used to link the learning of various subjects together, for example ICT, literacy and history.

MATHEMATICS

70. Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good subject management has effectively halted the decline in standards over recent years. Standards are now rising.
- ICT is used well to support learning in mathematics.
- Class relationships and management are good. As a result, pupils have positive attitudes to learning and lessons proceed at a good pace.
- Pupils with special educational needs and those from traveller families are integrated well in lessons.
- The use of pupil learning targets is inconsistent, and those that are set do not relate closely enough to improving attainment.

Commentary

71. Prompt, effective action taken by the mathematics subject manager following her appointment in September 2002 has led to improvements in planning, teaching methods, resources and systems for tracking pupils' progress, all of which are now satisfactory. These have in turn led to rising standards across the school.

72. Year 2 pupils are continuing the upward trend in standards started in the 2003 national tests. Pupils have a sound grasp of tens and units. Most add and subtract accurately, although lower attaining pupils work with numbers up to 20 or so and often need adult help in order to get answers correct. Higher attaining pupils solve simple problems, they measure and weigh accurately and use decimals to record shopping totals such as £2.20. However, other pupils are sometimes confused, especially when solving problems such as "what is the difference between the height and the length?" (of the dog) and incorrectly set out sums as "9cm – 10cm = 1cm". Most Year 2 pupils achieve satisfactorily and are on target to reach average standards once more at the end of the year.

73. The declining trend in Year 6 standards has been reversed. Current Year 6 pupils are on track to reach average standards at the end of the year. Pupils know a good range of mental and written methods of calculation for whole numbers, fractions, decimals and percentages, although insecure understanding of place value leads to errors in some pupils' work on multiplication and decimals. Pupils have a sound grasp of the properties of shapes. They draw and interpret a range of graphs, for example to identify patterns in cycling accidents from data presented in a collection of bar

charts. Progress and achievement are satisfactory overall. Throughout the school, boys and girls perform equally well. Absence affects the standards that pupils from traveller families attain because learning is disrupted, but they make satisfactory progress in lessons.

74. The quality of teaching and learning are satisfactory overall. Lessons generally get off to a brisk start. A good example was in a lesson where the excitement of a team game captured pupils' interest well and progressively harder questions enabled them to demonstrate their knowledge of regular and irregular shapes such as equilateral and isosceles triangles, circles and squares. There is a good emphasis on number work in all years, and inspection of completed work shows that pupils make sound progress across the school. Consistent approaches to teaching mental and written methods of calculating that were introduced last year are beginning to have a positive effect on standards.

75. Teachers use the ICT suite well for mathematics teaching. In the very good lesson seen, pupils rose well to the challenge of explaining hidden number patterns and predicting the missing numbers on the screen display. Work made pupils think hard and the problem-solving context was a very good way to extend pupils' mental skills in addition, subtraction and multiplication.

76. In most classes high quality relationships between all adults and pupils, and good class management, often with a touch of humour, set the tone for relaxed, but purposeful lessons. As a result, pupils behave well and work hard. However, a small amount of unsatisfactory teaching arose from lack of firm class control, together with unclear explanations and slow teaching pace. Consequently pupils were inattentive, and they were unclear what they had to do in the work that followed. Lack of urgency in teaching transferred to the class, who wasted time.

77. Lessons are organised well to support pupils with special educational needs. In one lesson, for instance, working as a group with the help of an assistant improved their confidence in interpreting graphs. They made good progress because of the close support they received. Teachers take good care to ensure that pupils from traveller families are involved in lessons, and set work that is appropriate for their needs. Most of the time they work with others of similar ability, but occasionally this means that they are set separate work from the remainder of the class, which results in them working on their own.

78. Although marking and systems for recording pupils' progress are satisfactory overall, few teachers use assessment information to set learning targets for pupils, and where they are set, targets are too vague. For example "fractions, decimals and percentages" is not helpful to the pupil in knowing what needs to be done to improve.

Mathematics across the curriculum

79. Only evidence from science was available during the period of the inspection. In Year 3 to Year 6 pupils make satisfactory use of numeracy and graph skills to record and analyse data from investigations, for example to see what happens to "witches' brews" as they cool and to explore the effect of air resistance on balloons.

SCIENCE

80. Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are above average.
- Statutory test results are analysed to highlight strengths and weaknesses and this knowledge is used to amend planning.
- There is good emphasis on the use of specific technical language.
- Limited use of ICT to support science.

- Some higher attaining pupils are not consistently sufficiently challenged.
- Pupils have insufficient opportunity to plan their own investigations.

Commentary

81. Pupils reached above average standards in the 2003 tests at the end of Year 2 and these standards are reflected in the current Year 2 pupils' workbooks. Pupils achieve well, developing their knowledge of scientific terminology and facts. Boys and girls achieve equally well.

82. As in 2003, pupils in Year 6 are in line to achieve the expected standards by the end of the year. They are improving their investigative skills and their ability to organise their own learning. However, higher attaining pupils are not consistently challenged and this restricts opportunities for these pupils to achieve higher standards. Lower-attaining pupils are well supported and make good progress.

83. Teaching and learning are sound overall. Where teaching is good, lessons are stimulating and challenging and teachers are secure in their subject knowledge. Pupils are now given more opportunities to investigate a good range of scientific phenomena but are seldom allowed to plan their own investigations. Teachers organise resources well but there are limited opportunities for pupils to use their initiative when selecting the equipment they require. There is a consistent approach to the way in which pupils are expected to record their work. As a result, presentation is generally of a good standard. In well-planned lessons, activities reflect the abilities of individual pupils, which ensures they all make good progress. However planning is inconsistent. Scrutiny of work reveals examples where all pupils have been set the same tasks. This results in many making only satisfactory progress in lessons and over time, especially in Years 3 to 6. Teachers are beginning to use assessment to enable them to plan more carefully and hence meet the needs of individual pupils but this has yet to significantly affect pupils' achievement. The school has not yet introduced individual targets for pupils. However their work is regularly commented upon and pupils are encouraged to discuss ways in which they might improve its quality. Satisfactory use is made of pupils' literacy skills as they develop their knowledge and understanding of the topics they cover and they are given opportunities to use their numeracy skills when producing charts and graphs to represent the results of experiments. There is limited evidence of teachers incorporating the use of ICT skills when planning pupils' experiences or encouragement of individual research.

84. There is now an improved scheme of work and new assessment procedure are in place. These are having a positive impact on standards at the lower end of the school. Recent analysis of national results is being used to improve planning in order to raise standards throughout the school. Currently there are no opportunities for the subject manager to monitor teaching to ensure a more consistent approach and improve the overall quality. Resources have been reorganised and it is recognised that the use of ICT needs further development.

85. Since the last inspection, standards reached by the end of Year 2 have improved. The investigative skills of all pupils have also improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching has focused on text, graphics and Internet based work. This is taught well.
- The full range of the National Curriculum for ICT has not been taught until recently, and is still not taught to all pupils. Consequently, standards are below expectations across the school, and most pupils underachieve.
- The ICT suite is well equipped.

Commentary

87. Because of timetables, specific ICT lessons were only seen in Year 5 and Year 6. All were good. Teachers use the spacious, well-equipped ICT suite well. They make good use of the computer projector to introduce work and to explain what pupils are to do. Pupils work in pairs or individually at the computers. Relationships between pupils are very good and they work hard because work is interesting. In one lesson pupils with special educational needs and those from traveller families were supported well by the teaching assistant, whose close attention ensured that pupils were engaged well with their work. They made satisfactory progress over the lesson overall, but some work such as copying text from photocopied documents did not challenge them enough.

88. All lessons seen gave pupils good opportunities to use their creative talents and to exercise initiative in selecting and presenting information for their Victorians presentations. In one lesson particularly, pupils rapidly improved the quality of their writing and overall presentation of their reports of a visit to a local museum. The work seen had the potential to be above the standard expected for eleven-year-olds by the time it is complete at the end of term.

89. Improvement since the last inspection is unsatisfactory. There was a period of decline in the quality of resources before the move to the new school building a year ago, which led to a decline in standards of pupils' work. Since then pupils have been taught regularly in the new facility, but not enough has been done to ensure that all aspects of the curriculum have been taught to all pupils so that gaps in pupils' knowledge and skills can be remedied.

Information and communication technology across the curriculum

90. Teachers teach word processing and graphics skills well, frequently linking work to English, mathematics, history and art and design. There is a good range of pupils' work on display around the school, and work in these aspects of the subject is up to the standard expected. Year 1 and Year 2 pupils for instance write poems, "paint" fireworks pictures – with warnings to "Have fun – stay away" and investigate simple repeating patterns based on colour and shape. Pupils in Year 3 to Year 6 word process diverse work such as reports of their "Tudor Day" visit, they produce pamphlets to advertise toys and write book reviews. Work is attractively presented and has been carefully edited to remove spelling errors and to improve the layout. Year 5 and Year 6 pupils have good computer operating skills. They work quickly and confidently combining text, pictures and sound samples in attractive presentations about life in Victorian times, using the Internet and other sources effectively to find suitable information.

91. However, discussions with teachers and pupils reveal gaps in pupils' knowledge and understanding of the remainder of the National Curriculum for ICT. For example, Year 3 pupils have had no significant work on control technology, for instance instructing programmable "roamer" toys to negotiate routes around simple courses. Year 6 pupils have little understanding of data handling techniques associated with computer databases and spreadsheets and they have not used automatic control and measuring equipment, for instance to record temperature changes in science experiments or to investigate weather patterns in geography. Consequently, the curriculum actually taught does not fully meet statutory requirements for all pupils and pupils do not reach the standards expected for their age in all years.

HUMANITIES

92. In humanities, work was sampled in **history, geography and religious education**, with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from discussion with pupils and their work, that standards are broadly average at Years 2 and 6.

93. In all subjects it is clear that visits and visitors play an important part in making the work interesting and relevant, for example, the visit to St John's Museum which is supporting Year 6 history work on 'The Victorians'. Displays are informative around the school, for example, Divali in

Year 2 and Tutor Day and Banquet in Years 3 and 4. However, there is a limited amount of pupils' written work on display. From discussions with pupils in Years 2 and 6 many obviously enjoy humanities. Year 2 pupils spoke enthusiastically about their celebrations of Christian and Hindu festivals in assemblies and Year 6 pupils were able to talk about tracing the River Avon from its source in geography lessons.

94. Pupils' experiences are enriched with the use of ICT in some lessons. For example, in Year 5, pupils were creating a class book of Golden facts about the Victorians. However, ICT is not available in all classrooms.

95. Subject managers do not fully monitor their subjects although they do look at samples of pupils' work. However this sampling has not been in enough detail to monitor the quality of teaching and provision effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

96. Art and design, design and technology and music were sampled during the inspection, but insufficient evidence was available to make a judgement on the quality of provision in any of them. Judgements were possible in physical education.

Art and design

97. During the inspection only one lesson was seen. Pupils' work was well displayed throughout the school but other evidence was limited. The work seen indicates that standards are above average in art and design and have been maintained since the last inspection.

98. Pupils' displayed work indicates that they are given opportunities to study a wide range of artists and to produce examples in similar styles. They use a variety of materials and develop a good sense of colour, proportion and perspective. Art and design is used well to complement pupils' work in other subjects such as history, religious education and science.

99. Teaching and standards are not currently monitored and the use of assessment is inconsistent. Opportunities to monitor are planned from next term. There is now a clear scheme of work in place.

Design and technology

100. One lesson was seen. There was little further evidence of pupils' work in design and technology.

101. Curriculum plans are satisfactory. Pupils in all years work with a good range of materials including food, fabrics and an assortment of construction materials such as card and wood. The lesson seen was good. The teacher explained well how to make a simple cam mechanism, using a good range of wooden toys to illustrate what was needed. Good quality materials, prepared ahead of the lesson, were available for pupils' use, and helped ensure that pupils made good quality products. Pupils worked hard and achieved well. The teacher's good explanation, use of language such as "cam" and "follower", and practical tasks ensured that pupils achieved the lesson objective, to learn that cams change rotary or circular motion into linear motion.

Music

102. One lesson and two school assemblies were seen. There was no other inspection evidence available, and discussion with the subject manager was not possible due to long-term staff absence.

103. The large hall is well equipped for class music making and for larger scale performance. Standards of singing are not up to national expectations when pupils sing together in school

assemblies. Singing is lethargic, few older pupils make sufficient effort and singing is not in tune. The lesson seen was satisfactory. "Fireworks night" was used well to stimulate interest and the teacher used extracts from Handel's "Royal Fireworks" music effectively as the basis for pupils' own short percussion compositions using long and short sounds. Pupils listened well and selected suitable instruments to represent a range of fireworks. They played enthusiastically, but not always in time and because the lesson was not long enough for sustained practice, finished performances were unpolished.

Physical education

104. Provision in physical education is **good**

Main strengths and weaknesses

- Lessons are well planned and teachers provide good role models.
- Pupils support each other well
- Resources and facilities are good
- There are no significant weaknesses

COMMENTARY

105. Standards are in line with expectations by the end of Year 2 and above average by the end of Year 6. Similar standards were found during the last inspection. Pupils have good special awareness and develop a good sense of balance. They demonstrate these skills well in both gymnastics and dance lessons. Pupils are keen to learn and are developing the skills required in team games. They listen carefully to instructions and work hard to improve their performances. They are very supportive and contribute positively to each other's learning.

106. Teaching and learning are good overall. Most lessons are well planned and stimulating and pupils achieve well. Pupils with special educational needs are well supported and encouraged to participate fully. They make good progress. Teachers give clear instructions and demonstrate well, the skills pupils are to develop. Pupils are regularly given opportunities to evaluate and improve their performances and in the best lessons, sufficient time is given to enable pupils to do this effectively.

107. Resources and facilities are good, enabling the school to offer pupils a full range of learning opportunities. There is a good scheme of work in place. Currently there is no monitoring of teaching or consistent assessment of pupils' standards or progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

108. Provision in personal, social and health education and citizenship is **good**. Evidence included one lesson observed, scrutiny of planning and discussion with the subject manager and pupils.

Main strengths and weaknesses

- Personal, social and health education lessons occur regularly to ensure that all pupils, including those who attend poorly, can benefit.
- The well-designed program includes life and relationships advice, and as pupils mature, appropriate sex education. Pupils are also taught the dangers of drug misuse.
- Good management of the program and of pupils' responses to it.

Commentary

109. Personal, social and health education is taught to all pupils in specifically designated lessons or, in the case of sex education, in the context of science. The quality of teaching and learning is good. In the lesson seen, the teacher took great care to involve all pupils, making sure that each was able to contribute at their level of ability. Following reading from two stories that expressed different human emotions, pupils talked freely about their emotions while they had been listening, spell bound, to the stories. Through this and similar lessons, the teacher has been able to help pupils to understand their feelings and be comfortable about them. Planning is good and follows a scheme of work that systematically introduces pupils to new thoughts and ideas about life – thoughts and ideas they may not have previously considered.

110. Citizenship is promoted well throughout the school. Numerous examples exist of pupils being encouraged to accept increasingly significant levels of responsibility and of understanding their responsibilities as members of a community. For example, a feeling of community and ones place in it is engendered by pupils playing an instrument at the daily assembly, as an orchestra. Older pupils take seriously their responsibility to help young ones play during the lunch break, and enjoy developing games for them. Pupils of all ages were seen bringing Christmas gifts to be sent to needy children in Romania. A group of Year 5 girls thought of and organised a dog show in school. Pupils of all ages brought their stuffed dogs from home, and some participated in an exhibition of dog obedience. This fun activity raised money for Dogs for the Deaf. As with very many activities, this was well supported by teachers.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
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).