

INSPECTION REPORT

BISHOP LOVEDAY CE PRIMARY SCHOOL

Bodicote, Banbury

LEA area: Oxfordshire

Unique reference number: 123182

Headteacher: Mrs L Rowley

Lead inspector: Mrs G Beasley

Dates of inspection: 1st – 4th March 2004

Inspection number: 255517

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;	395
School address:	White Post Road Bodicote Banbury Oxfordshire
Postcode:	OX15 4BN
Telephone number:	01295 263157
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Henry Blencowe
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Bishop Loveday Primary School is a larger than average sized school situated in the village of Bodicote near Banbury. There are 395 pupils on roll including 56 children in the reception classes, some of whom have just started full time. Most pupils are of white UK heritage. A small number are of mixed heritage. An even smaller number are of Indian heritage. Four pupils speak another language in addition to English. They speak English well so do not require specific support. The proportion of pupils with special educational needs is below average. Overall attainment on entry to the school is above average. Pupils come from a range of social backgrounds but socio economic factors are more favourable than usual. There are a below average number of pupils who have free school meals. There has been a considerable change in teaching staff over the last two years with eight new teachers joining the school. In recognition of its work promoting the creative arts and various sporting achievements, the school has been awarded Artsmark Gold and Activemark Gold. The Basic Skills Quality Mark recognises its achievement in promoting these skills, while Investors in People recognises the commitment to developing through training everyone who works in the school. The Education Extra Certificate of Distinction and an International Schools Award reflects the school's commitment to providing a range of enrichment activities for pupils to take part.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27899	Mrs G Beasley	Lead inspector	Science, design and technology, special educational needs, English as an additional language.
9053	Mrs V Phillips	Lay inspector	
31222	Mrs S Croft	Team Inspector	English, art and design, music.
28053	Mrs E Glasper	Team inspector	History, Information and communication technology, Foundation Stage.
32385	Mrs L Hastings	Team inspector	Mathematics, geography, physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with some excellent features. Pupils achieve very well. They have outstanding attitudes to learning and behaviour is excellent. Teaching and learning are good overall. While many teachers have embraced the high quality ethos the school has created, a few are still getting to grips with the exceptionally high aspirations the headteacher has for pupils' achievement. Leadership and management are very good overall. The school gives very good value for money.

The school's main strengths and weaknesses are

- Pupils have a real thirst for learning and this makes a significant contribution to their very good achievement
- Pupils feel valued and this has established a very strong ethos of mutual respect throughout the school
- Due to very clear leadership, the headteacher has established a very happy and successful learning climate that is always striving for excellence
- Due to the exciting way learning is presented in many lessons, pupils work confidently and rise to the very high expectations that they will plan and think things through for themselves
- High quality teaching is regularly in place in most classes but is not consistent throughout the school
- Care is taken to make sure all pupils are included in lessons and other activities
- The curriculum is very well planned and rich, and this ensures that pupils' experience of learning is fulfilling and motivating

The school has improved significantly since the previous inspection. Provision in all aspects and subjects has improved very well or has been maintained. Challenge for higher attaining pupils is very good and they now achieve as well as others in their class. As a result, standards have risen and pupils' achievement is now very good. Provision for pupils' personal development is exceptional and ensures they have extremely confident and mature attitudes by the time they are at the top of the school. The ethos of the school is very welcoming. Everyone values everyone else's contribution in a very positive way.

STANDARDS ACHIEVED

Children start school with levels of attainment, which are higher than those usually found. They make very good progress in all areas of learning, and with the exception of children with special educational needs, all achieve the goals they are expected to reach by the time they start in Year 1. A good proportion of children exceed these goals.

Pupils continue to achieve very well overall in Years 1 to 6. All pupils bring their extremely positive attitudes to lessons and are therefore ready to work conscientiously and do their best. By the end of Year 2 and Year 6, standards are well above average in English, mathematics and science, confirming pupils' **very good achievement** and results in national tests over the last few years. Achievement in information and communication technology (ICT) is very good and standards are well above average. Standards in all other subjects where there was enough evidence to make a judgement are above expectations and all pupils achieve well in these.

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

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

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

Particular care is taken to make sure all pupils are included in lessons and this ensures those with special educational needs and who speak one or more languages including English make the same very good progress as others in their class.

Provision for pupils' spiritual, moral, social and cultural development is excellent. As a result, pupils have outstanding attitudes and behave exceptionally well in school. Relationships are excellent. Attendance is well above average. Pupils arrive to school in plenty of time, ready to start work.

QUALITY OF EDUCATION

The quality of education is very good.

The quality of teaching and learning is good overall. Lessons are often exciting, especially but not exclusively, in those where teachers have been part of the school for a few years. While half of lessons seen were very good or better, a quarter was satisfactory. It is very good in the reception classes where the school's extremely positive ethos is established early and gets the children ready to learn. In all year groups, teachers place very good emphasis on developing pupils' key skills of literacy, numeracy and use of ICT to support learning. There are high expectations that pupils will learn by doing. As a result they work co-operatively with each other to solve problems for themselves. Assessment procedures are used very effectively to plan tasks, which are matched very well to individual pupil's needs and thus guide learning. As a result, all pupils succeed. Pupils with special educational needs and those who speak a language in addition to English achieve as well as others in the class because careful attention is given to their individual needs. Pupils were fully involved, through the school council, in agreeing the way targets would be organised in their classes, so they all know their targets very well and therefore how they can improve their work. Homework is set regularly and supports learning in lessons well.

The curriculum is very good and is enriched with a very wide range of extra curricular opportunities. The school's arrangements to make sure pupils are cared for and are kept safe are very good. Links with the community and parents are very good. Parents support their children's learning exceptionally well in school and at home.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good overall. The headteacher is extremely committed to provide what pupils need for them to succeed. She leads a very good team of staff who support this vision very well. Management of the school is **very good**. The school evaluates how well it is doing extremely well and uses the information to put improvements into place to ensure pupils achieve as well as they can. Many co-ordinators are new to their role so are only just beginning to be effective in ensuring a consistent quality of teaching and learning in some classes. Governors provide very good support and make sure all statutory requirements are fully in place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are very positive about the school. They feel that they are taken very seriously and love being involved in decision making, either through the school council or in other discussions about their learning. Parents are equally pleased with the school and are extremely supportive of its work. Both groups are proud of what is achieved and have no major concerns about the school.

IMPROVEMENTS NEEDED

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

- Continue to implement procedures to ensure consistently high quality teaching and learning in all classes

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve **very well** during their time in school. Standards are **well above average** overall.

Main strengths

- Standards in English, mathematics, science and information and communication technology (ICT) are well above average at the end of Year 2 and Year 6. Achievement is very good
- Children in the reception classes make very good progress
- Pupils with special educational needs achieve very well
- Standards in design and technology (DT), art and design, history and physical education (PE) are above average and pupils achieve well in these subjects

Commentary

Foundation Stage

1. Children start school with above average skills overall. They achieve very well in all areas of learning. All pupils except those with special educational needs reach the goals they are expected to by the time they start in Year 1 in nearly all aspects of their learning. A fair number of children do not reach the goals in their writing skills. Particularly good emphasis is given to developing the children's social skills. As a result, they all get along very well together and develop very good learning habits. By the time they start in Year 1 they are very confident learners.

Key Stage 1

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

Standards in:	School results	National results
reading	18.1 (17.2)	15.7 (15.8)
writing	16.0 (15.6)	14.6 (14.4)
mathematics	17.9 (17.4)	16.3 (16.5)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

2. Standards have been rising faster than the national trend for the last five years in English and mathematics in Years 1 and 2. This is a significant improvement since the previous inspection and reflects the very good achievement of all pupils. Standards in mathematics have improved particularly well and progress is now very good compared to the unsatisfactory progress pupils were making five years ago. Due to the particular emphasis given to pupils carrying out their own investigations, pupils now achieve very well in science because their investigative skills are well above average. Improvements are due to improved teaching and learning in lessons, high levels of pupils' personal development and because pupils bring with them skills and knowledge they have picked up at home.

Key Stage 2

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

Standards in:	School results	National results
English	28.8 (28.6)	26.8 (27.0)
mathematics	28.8 (27.9)	26.8 (26.7)
science	29.5 (30.1)	28.6 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

3. Standards have been rising steadily in Years 3-6 to their current well above average levels. This reflects the significant improvement in English, mathematics and science standards and subsequently pupils' achievement since the previous inspection. Higher attaining pupils are given the challenges they need to reach higher than average standards and this is one reason why standards have improved so much. Throughout the school, the excellent attitudes to learning by all pupils ensure that they respond exceptionally well to the good teaching to achieve very well.

4. Pupils with special educational needs receive very good quality support in lessons to make sure they are fully included in the work. As a result, they achieve equally well as others in the class. This is particularly important as many lessons are pitched at higher than average levels to challenge the thinking of higher attaining pupils. Specific vocabulary is taught in lessons so that pupils who speak a language in addition to English are fully included and achieve very well.

5. Similar improvements have been made to pupils' achievement in ICT, DT, PE and history. Standards and achievement in art and design have been maintained and remain above expected levels at the end of Year 2 and Year 6. A drive to make the curriculum more relevant and interesting, a focus on developing pupils' key skills and better teaching and learning have all contributed to the improvement in these subjects. As a result, pupils' speaking and listening, reading and writing and numeracy skills, their use of computers, an ability to solve problems and work together, and their personal knowledge of how they can improve even more are very good by the time pupils leave the school.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **very good**. Pupils' attitudes and behaviour are **outstanding** and make a significant difference to their achievement. There are no exclusions. Pupils' personal qualities develop impressively as a result of the **very high** quality provision for spiritual, moral, social and cultural awareness.

Main strengths

- Pupils are intensely curious and interested in learning, so do their best to follow instructions because they want to make the most of what happens in lessons
- Pupils develop high self-esteem and the confidence to have a go with difficult questions or challenging activities, which helps those of all abilities to do very well at school
- As a result of the way personal responsibility, independence and good manners are nurtured, pupils show an impressive degree of maturity and very high standards of behaviour
- As the school has a stimulating and caring atmosphere, pupils of all ages really want to be here and are extremely reluctant to miss a day of school

Commentary

6. Pupils of all ages are intrigued by new information presented in lessons. This underpins a very strong learning culture where curiosity is valued highly and ideas are explored with great enthusiasm. The oldest pupils relish the wide range of stimulating activities they undertake. Throughout the school pupils' approach to work is excellent. They are extremely enthusiastic about what they are asked to do, persist with their work even when it is difficult and show intense pride in the finished product. This was clear when pupils from Year 6 explained eagerly how they had produced colourful web-site pages and very lively accounts of a residential trip.

7. The school's mission statement is evident in its everyday life as it strives to *'help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life'*. The school nurtures pupils' personal development very successfully through this ethos, its striking everyday routines and a rich curriculum. The resulting caring, purposeful atmosphere in the school helps pupils develop the confidence to try out things that may seem difficult at first. Pupils of all ages are happy to answer questions and are not afraid to be wrong. This is reinforced by the school's emphasis on a *'can do'* approach to work and praise for effort. As a result, pupils of all ages and abilities want to do their

best, which, together with their love of learning, results in high academic achievement and outstanding personal development.

8. Pupils relish the chance to use their initiative with their work and to take increasing responsibility, until by Year 6, their independence, courtesy and maturity are exceptional. Relationships are very strong and used very well by teachers to help pupils to develop excellent collaborative and co-operative skills as evident in all social settings. Bullying and racism are not an issue. Pupils become more and more adept at listening carefully to what others say and learn to build skilfully on each other's ideas and suggestions to solve problems. This was evident in the introduction to a Year 2 history lesson where pupils were fascinated by the challenge of trying to identify old household objects and used points made by others cleverly to work out that the item that had puzzled them was a type of drill.

9. As the school is so clear about how important attendance is, parents understand that expectations are very high so ensure that their children reach school on time each day. They report that their children *'want to come to school anyway so we have a problem trying to keep them at home'*.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good** overall. Teaching and learning are **good**. The curriculum is very good. The school cares very well for pupils. Links with parents and the local community are very good.

Teaching and learning

The quality of teaching and learning is **good**.

Main strengths and weaknesses

- Pupils relish learning and this means lessons are productive
- Pupils are expected to think for themselves and this means pupils are confident to plan their own learning and have a go when things are new
- Teachers use assessment information very well to match work to pupils needs
- Particular emphasis on pupils finding things out for themselves leads to very good enquiry skills
- High aspirations that pupils will learn independently mean pupils work extremely well together to solve problems
- Teachers present learning in many different ways so pupils are interested and keen to learn
- Teaching and learning are not of consistently high quality across the school

Commentary

10. Pupils bring an enthusiasm to lessons and this makes a significant contribution to their achievement. All pupils are very keen to learn and to get on with the tasks they are set. This is because most of these have a purpose and are thus meaningful to pupils. Teachers take care to organise learning in different ways to cater for the range of different ways in which pupils learn. This leads to total involvement in lessons and enthusiastic contributions from all pupils. The particular attention given to pupils working together to solve problems in a range of subjects provides excellent opportunities for them to work together to find the answers to particular problems. In this way, higher attaining pupils are provided with high levels of challenge and therefore achieve very well against

their earlier learning. Teaching assistants provide very good support to those pupils with whom they are working and this means everyone is fully included in lessons. Work for pupils with special educational needs is particularly well planned. For example, in one very well planned lesson pupils were given a specific task to underline the words in the text suggested by others in the group. This kept them totally involved and socially included in the lesson despite the learning being difficult to understand.

11. Nearly all lessons are interesting and fun. This engages pupils' imaginations and helps them develop their outstanding attitudes to learning. Pupils know precisely what is expected and rise to the challenges with which they are presented. Pupils are encouraged to discuss what they have found out and explain their thinking using the correct subject vocabulary. This is developing pupils' speaking skills very well and gives very good support to those who speak a language in addition to English. Assessments of pupils' achievements are continuous and guide teachers' relevant and probing questions, which takes learning forward well during lessons. Pupils' individual and group targets are displayed prominently and pupils' attention is continually being drawn to these during English and mathematics lessons in particular. Pupils have been involved in deciding for themselves how these targets will be organised, so by the time they are in Year 6, pupils refer to them very responsibly when working on all tasks, including when they are required to work independently.

Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	20 (45%)	11 (25%)	11 (25%)	0 (0%)	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.

12. Half of the teaching seen was very good or better reflecting the significant improvements put into place since the previous inspection to improve the quality of teaching and learning across the school. The success of this drive is evident in pupils' very good achievement and outstanding attitudes to learning. Although a lot of teaching that was seen was good or better, the quality is inconsistent across the school. Good teaching was more evident in particular classes. While some teachers have embraced fully the school's challenging learning ethos set by the headteacher's high aspirations for all pupils, others are still getting to grips with these very high expectations. This means that most lessons are very well planned and delivered in interesting ways, for example through the extensive use of interactive whiteboards to engage interest and attention. Others are more mundane and rely too heavily on pupils practising rather than being taught specific skills.

13. Parents give their children exceptional support at home with their homework. This makes a significant contribution to pupils' learning because they bring into school a lot of factual information they have learnt at home. Pupils' contributions are valued in lessons, so they are able to contribute what they know. Teachers use this effectively to move learning forward at a much faster rate than usual.

The curriculum

There is a **very good** curriculum. The school provides very good opportunities for enrichment through activities outside lessons. Staffing, accommodation and learning resources are **satisfactory**.

Main strengths and weaknesses

- A very well planned curriculum helps pupils to develop a wide range of learning styles and skills
- Very good links with other subjects make the curriculum interesting for pupils
- The curriculum is well matched to the needs of all pupils
- Very good extra curricular clubs, and visits and visitors enrich pupils' learning very well
- Good links with secondary schools prepare pupils very well for the next stage in their education
- Working conditions in the ICT suite are cramped and over warm

Commentary

14. The curriculum has improved significantly since the previous inspection and is now very good overall. In recognition of its work in a range of different subjects, the school has been presented with many awards including Artsmark Gold, Activemark Gold, Basic Skills Quality Mark and an International Schools Award. The very well planned, rich curriculum meets the needs of all pupils very well and makes a significant contribution to their very good achievement. Very good links are planned between subjects with projects which pupils find very interesting. A good example is the Year 6 project on the Aswan Dam in which pupils developed their skills in English, geography, history, DT and ICT. Their research, reasoning and evaluation skills were enhanced as they debated whether the dam should have been built.

15. Provision for pupils with special educational needs is very good. Their needs are identified closely and teachers make sure that targets are addressed in lessons. There is good challenge for more able pupils within the curriculum and the school has identified pupils with gifts and talents in all subjects. Although planning to meet the needs of these gifted and talented pupils is in the early stages, their needs are catered for well in most lessons through focused and targeted questions.

16. The school works closely with the local secondary schools sharing linked sporting events and training. Older pupils are invited to join activities at the secondary school, like designing and making African jewellery. The three or four days induction to the school with buddies who are past pupils of Bishop Loveday Primary School prepares the pupils very well for future stages in their education.

17. The school provides a very wide range of extra curricular clubs for pupils throughout the school. The variety ensures that pupils' interests are catered for very well. For example, the computer clubs for pupils who do not have access to computers at home enables those pupils to achieve very well in ICT. Many pupils are learning to play a musical instrument and clubs and sporting activities with some specialist coaches enrich PE. Pupils like representing the school at inter school rallies and competitions. A good range of visits and visitors make the curriculum relevant for all classes. The school was awarded the Education Extra Certificate of Distinction for its wide range of extra curricular clubs.

18. The school has a satisfactory number of qualified teachers and a good number teaching assistants, who are well trained and effectively deployed. The school's accommodation is satisfactory overall, although working conditions in the ICT suite are cramped and gets very hot when a whole class of pupils are working. This causes some pupils to lose concentration. The school buildings, grounds and playground are well looked after by staff and pupils, and provide a pleasant learning environment.

Care, guidance and support

The school takes **very good** care of pupils' welfare, health and safety. It provides **good** support and guidance based on careful checks of pupils' progress and development as young people. It involves pupils in its life **exceptionally well**.

Main strengths and weaknesses

- The school involves pupils in its work impressively and takes their views extremely seriously
- The school takes very good care of pupils so that they are ready and keen to learn
- Good individual guidance is available to pupils when they need it
- The youngest children are helped to settle in very well when they start school
- A few inconsistencies in the way pupils are helped to do their best result in instances of less effective support than usual

Commentary

19. The school involves its pupils exceptionally well in decision-making through a highly organised, active and successful school council, which seeks views about school life from all pupils. Their responses are used to shape changes in the management of significant matters such as setting targets and rewarding achievement. They are actively involved in development of an anti-bullying charter and fine-tuning the way success is celebrated in assemblies with rewards and certificates that mean something.

20. The school gives an appropriately high priority to caring for its pupils and all policies are in place as required, including child protection, for which the school's arrangements are first class. Children settle in very quickly to the *early years unit* (EYU) although parents report that transfer to the main school (Y1) is not quite as smooth initially. This is because although children are welcomed warmly by class teachers, briefing about routines happens a few days after the start of term so parents are not always quite sure about practical matters, such as what to do with possessions first thing in the morning. Pupils feel very comfortable about turning to an adult for help and in most classes rapport and trust are first rate. The very caring atmosphere ensures that pupils feel safe and are highly motivated to do well.

21. Support, advice and guidance are good in general and even better where teachers' assessment is used as the school intends so that decisive help can be given to individuals. Across the school, one or two inconsistencies are evident in how teachers mark work, track progress and then use information to help individual children. As a result, a few children are unsure exactly how well they are doing and what they need to practise so that their work continues to improve.

Partnership with parents, other schools and the community

The school has developed a **very good** partnership with parents and the community and **good** links with other schools.

Main strengths and weaknesses

- Parents make an exceptional contribution to their children's learning and the life of the school
- Links with the special school are of huge benefit to all those involved and make a significant difference to development of pupils' personal qualities such as respect and understanding
- The school is highly successful in seeking and responding to parents' views
- Parents receive a very good range of information about what happens in school and how well their children are doing

Commentary

22. Parents are really keen to see their children happy and successful at school so they respond extremely well to the school's very good efforts to involve them in its life and their children's learning through regular communication. A high quality web site helps with this, as does a very good range of other clearly written information that goes home to parents. Parents are well informed about their children's progress and the best reports are very clear about the next steps the child needs to take, rather than what part of the curriculum the class will cover next. Parents are fully involved in special educational needs reviews of their children's progress and this helps them to give excellent support at home to reinforce the targets identified in their individual education plans. Everyday contact with staff is easy and parents feel comfortable about approaching the school to discuss any issues, so any minor worries are usually nipped in the bud. From time to time, this has been less easy because when new staff join, new relationships and trust need to be built. A handful of parents are unsure about arrangements for homework in some classes as a result of these changes. Overall, parents have a great deal of confidence in the school and in its leadership, with no particular concerns about its work. A factor in this is the regularity with which the school seeks and acts on parents' views very constructively.

23. Links with other local schools are good. Links with the special school are extremely strong and enrich the experiences of all the pupils involved. In lessons where children from the special school are integrated into activities that stimulate all pupils, learning is exceptional because it allows everyone to develop personal qualities alongside practical skills. In a Year 1 class, pupils worked together to make Joseph's coat of many colours using varied textures of fabric triangles. The Year 1 pupils welcomed the visitors into their groups, in one instance in a moving way as a pupil held out her hand to another with cerebral palsy and said, with a beaming smile '*go on, come and work with us!*' They gave time for the visiting children to choose and place their fabric triangles on the outline coat and gave spontaneous praise '*see, you can do it!*' because they were so pleased with what their new friends achieved.

24. Links with the community, particularly through the Church and local area, are very good because the school is at the heart of a lot of activities such as fund-raising for charity. It has been active in promotion of the *Walking Bus* and *Footsteps* project for road safety. Its international links are very strong and involve a lively partnership with schools in Romania and Spain at present. All these links support pupils' personal development very well, although there is scope for even more involvement with the diverse ethnic community just beyond the immediate area.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The headteacher provides very good and focused leadership overall but some aspects are excellent. Key staff provide **good** leadership. Management of the school is very good. Governors provide very good support and challenge to the school.

Main strengths and weaknesses

- The headteacher has high aspirations for all pupils. Her vision for personal development and positive climate for learning is outstanding
- The school evaluates its performance extremely well and takes effective action as a result
- Governors are very well informed and fully involved in the life of the school
- The team of senior leaders and managers is well established with a very strong commitment for improvement within the school
- The leadership and management of some subjects are not yet sufficiently developed consistently within the school because many co-ordinators are new to the role

Commentary

25. The leadership of the headteacher is very good. Since taking up her post she has tackled issues in a systematic way and has a clear vision of the way forward. All key issues from the last report have been tackled successfully with the result that academic standards are of high quality. The extremely high commitment that all pupils will do very well permeates the very positive learning climate established throughout the school. Pupils therefore have outstanding attitudes to each other and to learning. The team of senior teachers share the high aspirations of the headteacher, and have a very clear idea of what they want for the school and how to achieve this. The school evaluates its performance very well through questionnaires and consultation, and takes necessary action if appropriate. It also tracks progress very effectively and can therefore address promptly any areas of development. Subject co-ordinators play a full role in this and have carried out detailed reviews of their subjects to note those things that are being done well and those that need to be improved. The special educational needs co-ordinator leads this aspect very well. Pupils' need are assessed regularly and appropriate support and learning is put into place to meet individual needs. This is checked closely to make sure this support remains relevant at all times.

26. The governing body is fully involved in the life of the school and provides very good leadership. Members have a clear role to play so that they can support and challenge various aspects of school life. For example, each committee takes responsibility for certain subjects within the school and each governor has developed a strong and productive link with each subject co-ordinator. This

structure has contributed to the high standards within the school and has given the governing body an effective overview. Some governors are involved at an operational as well as strategic level. For example, the chair of governors together with his immediate family teaches science and swimming, and runs a popular knitting club for some of the children. Governors although fully aware of the strengths of the school are not always forthcoming about its areas for development.

27. Management is very good. The school provides an effective induction for new staff. The allocation of resources is discussed at senior management level in line with priorities in the school improvement plan and after input from all staff. Provision for professional development is good in terms of attending courses but the school has not recently shared good practice to improve the consistency in the quality of teaching. The school has some relatively new staff and so the co-ordinator role is not yet fully developed in some subjects. While a very good awareness exists about the strengths and areas for development in most subjects, this has not always been followed through because so many co-ordinators are new to their role and they have not had time.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	917,872	Balance from previous year	87,581
Total expenditure	842,199	Balance carried forward to the next	75,673
Expenditure per pupil	2,106		

The large carry forward contains balances put aside to pay for the recent improvements to the accommodation.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Very good teaching and well-organised activities provide a stimulating environment for all areas of learning. As a result, all children achieve very well. All adults have a clear sense of direction and are well informed. Individual needs are identified early. The school has very good arrangements for children starting school and makes very positive links with parents. Improvement since the last inspection has been good

Personal, social and emotional development

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

Main strengths

- Positive relationships between adults and children and between children develop their self-esteem and self-confidence very well
- Assessment is used very effectively to plan relevant learning
- Children are expected to become independent

Commentary

28. Teaching is very good and adults create a positive environment where children are encouraged to express their views and preferences. As a result, they are confident to try out new things and join in with the wide range of activities on offer. Adults have high expectations and this helps children know what is expected and how to behave. Consequently, all children take turns and share equipment when playing and learning together. Thoughtful organisation of the classrooms and resources encourages the children to select the materials they need and to replace them when they have finished. The structure of the day effectively increases confidence and independence and therefore the children look after their needs very well. Children attain very good standards. They listen carefully to their teachers and concentrate very well. Nearly all children are likely to exceed the goals they are expected to reach by the time they enter Year 1.

Communication, language and literacy

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

Main strengths

- Role-play areas are very well planned and encourage the children's imaginative language
- The children have good speaking skills because they are always encouraged to talk about their work
- A wide range of teaching methods makes learning interesting
- Activities are well planned to develop the children's early reading and writing skills

Commentary

29. Adults support the children's play extremely well in role-play activities both inside and out. This makes learning interesting and helps the children to develop their imaginative language well. Sometimes they act out familiar stories and this makes a very good contribution to developing their early reading skills. For example, during the inspection several groups celebrated a birthday party and others went on a bear hunt outside. In both activities, adults used questions effectively to encourage the children to plan things for themselves. Therefore, when going on their bear hunt the children decided for themselves what they needed to take with them for the journey. They made their choices from the variety of items available such as binoculars, umbrellas and maps. As a

response to adults timely interventions, one child recounted his journey where he had to rescue his friend who had fallen into some water while hunting. Labels and signs are around inside and outside to familiarise children with the written word. This helps them to recognise familiar words from their context. Structured lessons take place during the day and a very good range of teaching methods are used to keep the children interested and attentive. As a result, many are developing good reading skills and habits. Children are encouraged to write for a range of reasons. In role-play areas and at the writing table children make marks and practise writing using pens, crayons and pencils. Attainment on entry is lower in this aspect and despite very good learning opportunities, a fair number in addition to those with special educational needs do not achieve the goals they are expected to in their writing skills by the end of the reception year. Nearly all will have achieved the goals and many will exceed these in their speaking, listening and reading skills.

Mathematical development

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

Main strength

- Children are encouraged to use number skills when making models and other activities

Commentary

30. Most children achieve very well to attain the goals they are expected to reach by the end of the reception year. Many will exceed them. The children count forwards and backwards to ten and beyond with confidence and some are recognising the written numbers. Children work with adults in small groups, who ensure the work is very well matched to their abilities. As a result learning is extended and potential is reached, with one child counting to thirty accurately and another adding two small groups of objects correctly. Children use stamps to make a repeat pattern and from these identify their positions in a line. Role-play areas are used effectively to develop early mathematics skills. For example, in the small world play area, children matched the correct number of plates and cutlery to party guests. Activities are fun and practical and this encourages the children to take part. Several enjoyed using construction kits to make beds and chairs of different sizes for each of the three bears. The outside environment is used very well to encourage children to learn directions when following simple maps. Support staff are well informed about planning and the children they are working with, and therefore contribute very positively to their learning. Due to the very good teaching and learning, all children achieve very well.

Knowledge and understanding of the world

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

Main strengths

- Learning in this area is appropriately linked to the topics
- The curriculum is rich and varied

Commentary

31. Many children will exceed the early learning goals. This is because teaching is effective and children have very good attitudes to learning. Children have access to a wide range of activities. They are given very good opportunities to explore various materials, like sand and water and really enjoyed using guttering to see how water runs along it. They show good curiosity when exploring how construction kits fit together and find out how things work. Computers and programmable toys enable them to develop an interest in ICT and perform simple functions. They identify family members and learn that events happened before they were born. Children look for insects in the wildlife area outside and try to identify them from the chart nearby. This helps them to recognise and compare different features, which is a skill also helpful when learning to read. Through work on Festivals, the children are gaining a very good awareness of their own and others' cultures and beliefs.

Physical development

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

Main strengths

- The outdoor area is used very effectively to develop a range of skills
- Adults join in with activities and this takes learning forward at a very good rate

Commentary

32. Since the last inspection the school has created a play area outside which can be used in all weathers. This has a very positive effect on children's learning because they can learn outside at all times of the year. They pedal and push vehicles with increasing levels of control. Teaching is very good and staff monitor carefully which activities children have been involved in and what they have learnt to do. This means they can encourage those who have not yet taken part in a particular activity to do so. Children move with confidence and use the hall for PE lessons. They move in a variety of ways e.g. hop, run and walk slowly and practise skills like throwing and catching. This they do confidently and well for their age. They behave very well. This is reflected in the very good way they follow instructions to find a space near a marker and sit down. As a result of very good teaching, most children achieve, and many exceed, the goals they are expected to reach for their age.

Creative development

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

Main strengths and weaknesses

- Resources are used very effectively to develop the children's imaginations
- The curriculum is rich and varied

Commentary

33. Very good teaching in this area ensures that children learn very effectively. Adults make sure that activities are practical and supported effectively with relevant resources. For example, during the inspection puppets were used very effectively to help develop children's imagination and to encourage them to follow a story. The range of paint and other materials constantly available for the children ensures they have very good opportunities to design and make many different pictures and models. Adults question the children as they work and this helps them decide for themselves how good their work is. This encourages further ideas for improvement and a sense of respect for the work of others. Children choose the materials and tools they need and use scissors and glue independently and carefully. Music is a much enjoyed activity because of the variety of instruments available for the children to use. By the end of the reception year, most children will exceed the goals they are expected to reach in this area of learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Standards and achievement in speaking and listening are very good
- Literacy is promoted very well across the curriculum and enhances standards in English
- Achievement in reading is very good
- Teaching of spelling has improved greatly with a much more systematic approach
- The quality of teaching and learning is good but not consistent across the school
- Presentation is variable and does not always reflect the capability of the children
- Leadership in the subject is very good

Commentary

34. Standards in English are much higher than at the time of the previous inspection and are now well above average. This is because all pupils get the support they need to achieve well in lessons. Standards in English are well above average at the end of Year 6. Standards in reading are higher than writing. Spelling across the school has improved because it is taught in a more structured way. Handwriting is good when it is being practised, although work in younger classes is sometimes sloppy at other times and does not show the pupils work to advantage. By Year 6, pupils have excellent attitudes to their work, are conscientious and always try to do their very best. As a result, all pupils achieve very well.

35. Children are confident and articulate speakers. This is because there is ample provision across the curriculum and because the children have extremely positive attitudes to learning. They start school with above average standards in speaking and listening and these standards are developed very well during their time at school. Teachers use questioning skilfully during lessons and children are encouraged to explain their thinking in all year groups. For example, in a Year 5 art lesson children were asked to give their opinion on different styles of pottery containers before being asked to design their own. The very positive learning climate that the school promotes means that all children feel that they can voice their ideas without fear of ridicule. Paired discussion takes place in the majority of lessons as a useful way for pupils to test out, share and extend ideas before putting pen to paper. As a result, speaking makes a very strong contribution to pupils learning in other subjects.

36. Standards in reading and writing are well above average at the end of Year 2, confirming the results in national tests in 2003. The children have very positive attitudes to learning and work is well matched to ability so that all feel challenged yet able to succeed. Achievement is very good. During the inspection the quality of teaching and learning seen in lessons was good overall. The quality of teaching has not been consistent across the school however, reflected in a recent dip in standards and achievement in Years 1 and 3. Pupils' work demonstrates extensive coverage of the required curriculum. In better lessons, the needs of all ability groups are catered for very well. Learning is presented in different ways and this makes sure all pupils are interested and motivated to learn. A range of texts is used to cater for individual interests. As a result, pupils talk with obvious enthusiasm about the different 'genres' of writing, for example biography, diary and science fiction. They cite the particular features of each and use them successfully in their personal writing. A very wide range of opportunities is provided for pupils to write. Improvements in handwriting and spelling ensure by Year 6, pupils have the necessary skills to write quickly and which enable them to think about what they want to write rather than concentrating on how. This results in writing being detailed, correct, interesting and relevant and focussed very well on the needs of the reader.

37. Leadership and management are very good. Planning across the school is of a high standard and the co-ordinator has successfully dealt with the key issues from the last inspection in a rigorous way, which has helped to raise standards. Pupils' progress is tracked closely and any weaknesses identified are dealt with promptly. The whole school focus on extending the range of learning styles

has been tackled in English very well through an emphasis on collaborative working, paired evaluation and the use of ICT, which has done much to improve achievement and made a very significant contribution to pupils' outstanding attitudes to learning. Shared reading, whereby older children support younger ones in their reading, works well for both participants and is enjoyed by all.

Language and literacy across the curriculum

38. Literacy skills across the curriculum are developed very well through drama, opportunities to speak, research and write for a range of purposes in many subjects. For example, drama was used very effectively in a science lesson to demonstrate how sugar dissolved in water, while debate was encouraged in another to decide whether it was a good idea to eat lots of sugary foods.

MATHEMATICS

Provision for maths is **very good**.

Main strengths and weaknesses

- Good questioning skills enable pupils to develop thinking skills well
- There is very good involvement of pupils in their own learning
- A very wide range of teaching strategies motivates pupils to achieve very well
- Quality of presentation, handwriting, number formation and spelling is variable across classes
- Assessment is used very effectively to plan work, which is well matched to individual pupils' needs
- Leadership and management are very good

Commentary

39. Standards in mathematics by the end of Year 2 and Year 6 are well above average, which is reflected in the most recent results and the standards seen during the inspection both in lessons and in pupils' work. This shows very good improvement since the last inspection when standards were in line with expectations at the end of Year 2 and above average at the end of Year 6. Standards are high because work is well matched to pupils needs and planning is thorough. Pupils work hard and with enthusiasm.

40. The achievement in the current Year 2 is very good. Most pupils know number facts to 10 and many to 20 and they double and halve numbers confidently. They recognise 2D and 3D shapes and their features and work confidently with money. Pupils co-operate well in pairs to work out number sentences, develop their understanding of subtraction and know that addition can be done in any order to do mental calculations more efficiently. By Year 6, most pupils respond quickly and show very good recall of multiples of given numbers and calculate mentally fractions of whole numbers because of the brisk pace set and high expectations of the teacher. Pupils apply the mathematical skills they develop to investigations and problem solving very well because of the very good relationships established by the staff giving them the confidence to have a go without fear of failure. High attaining pupils recognise equivalent fractions and work out mathematical patterns in response to the challenging tasks set for them. The very good questioning enables all pupils to explain the strategies they are using to calculate answers and deepen their thinking. Pupils with special educational needs achieve very well because of the good match of work to their needs and the very good support by teaching assistants.

41. Teaching and learning are very good overall although there is some variation in quality across classes. Teachers have good subject knowledge so they inspire confidence and involvement from the pupils. A good range of teaching methods and learning styles are used resulting in all pupils being well motivated and participating well. For example, in a very good Year 1 lesson, real sweets and lollies were used in a sweet shop to make activities with money realistic and keep the pupils interested. In most lessons seen, the pace was very good although occasionally a lesson was less brisk and pupils took time to settle to activities. The emphasis on teaching key skills enabled pupils to tackle all tasks with confidence and to show their independence. Questions are used effectively in

most lessons to probe pupils' understanding and take learning forward. Occasionally teachers missed opportunities to question pupils and extend their skills in spotting number patterns and relationships. Pupils assess their own work effectively by using 'thumbs up' or 'thumbs down' to show how well they have understood something or by drawing smiley or glum faces on their work. This involves pupils very well in their learning. The quality of presentation and handwriting is variable across classes. It is often very good but sometimes untidy with numbers incorrectly formed and calculations set out untidily. This inhibits the accuracy of some written calculations.

42. Assessment is used very well in lessons. All pupils have relevant targets in mathematics, which most of them can talk about. In a very good Year 4 lesson, pupils used individual white boards to draw angles smaller and greater than a right angle. This meant the teacher could see what pupils had drawn and could assess instantly whether they had understood, thus adapting her teaching to give further explanation and demonstrations to those who needed it. This resulted in the vast majority of the class achieving the skill. Work is generally marked constructively and aids pupils in improving their attainment although this is not consistent across classes. A good range of homework is provided regularly for all year groups to reinforce mathematics in school and guidance is given to parents to enable them to help the pupils at home. Computers are used well to consolidate pupils' understanding and to speed up their mental calculations.

43. The leadership and management of mathematics are very good. The new co-ordinator was prepared for the role very well by giving good opportunity to work alongside an experienced co-ordinator. Consequently, a very clear overview of the subject was gained quickly and improvements that had been started continued without interruption. Assessment data is analysed well and this has led to improvements being made to the curriculum to ensure the needs of all pupils are met. Training of staff has been good.

Mathematics across the curriculum

44. The use of mathematics across the curriculum is very good. Results from science investigations are presented using tables and graphs to make these clearer for pupils to see. This helps them to interpret what they have found out and draw relevant conclusions. The use of accurate measuring is expected when designing and making models in design and technology and therefore pupils do this to high levels of accuracy.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Very good emphasis is given to developing pupils' scientific enquiry skills
- Pupils work very well together to solve problems and carry out investigations
- Lessons are practical and fun
- The work in some year groups does not extend higher attaining pupils sufficiently well
- Leadership and management of the subject are very good

Commentary

45. Standards at the end of Year 2 and Year 6 are well above average. All pupils achieve very well by the time they are in Year 6. Pupils have outstanding attitudes and a real thirst for learning, which means they are all fully involved in lessons. Pupils enjoy learning because lessons are fun and always practical. When they carry out their own investigations pupils develop very good analytical and observational skills. This is an improvement since the previous inspection when this aspect of science was a weakness. Higher attaining pupils are generally well catered for in lessons and are now achieving the higher than average standards of which they are capable. Pupils with special educational needs are given very good support in lessons to enable them to be totally involved. Teachers ensure that scientific language is taught in lessons. Consequently, all pupils use the correct subject vocabulary when explaining their thinking, including those who speak a language in addition to English who are well catered for as a result.

46. The quality of teaching and learning is very good overall, although it is better in some year groups than others. One of the excellent lessons seen during the inspection was in science. In most lessons, pupils are challenged to think for themselves and this helps teachers to probe their understanding and focus questions on individual pupils' needs. Thus learning is taken forward in lessons at a much faster rate than usual. Teachers present learning in different ways and this caters very well for the different ways in which pupils learn. Pupils work extremely well together when working in groups, giving due consideration to their own and others' safety. For example, when finding out how quickly sugar dissolves in hot water, pupils made sure that they did not spill or touch anything that was potentially hot even though the teacher had ensured that this could not happen. Activities have real purposes, such as finding out how to tell customers the best way to dissolve their sugar in a cup of coffee, or sorting out which foods are healthier than others. Consequently, pupils are interested and motivated to learn. Teachers use interactive whiteboards effectively to display information from computer programs, the Internet or work they have prepared themselves. This engages pupils' attention, directs their learning, enables them to join in, discuss and make decisions about their learning and helps to display findings clearly. For example, in one very effective lesson, a range of materials were placed under a digital microscope attached to the whiteboard and this enabled pupils to look closely to see if there were any holes in each one to let through water. Teachers assess pupils' achievements very effectively and most use the information to match both learning styles and levels of work precisely to pupils' needs. As a result, for most of the time, pupils do work which is relevant to their needs. This is not always the case and in some lessons pupils work in mixed ability groups too often. Therefore higher attaining pupils in these classes do not always extend their learning because work is matched to the middle level of ability. This stops achievement from being excellent overall. Pupils plan and carry out their own investigations from a very early age and this helps them to develop important scientific enquiry skills they will need as they get older. Pupils in younger classes are not always given the opportunity to suggest things to test for themselves thus raising achievement even further.

47. Leadership and management of science are very good. The subject co-ordinator has a very clear understanding of the strengths and weaknesses of the subject and has detailed plans on how these will be improved. Careful checking on the quality of pupils' work and teaching and learning in lessons means that the subject action plan contains relevant points for development. ICT is used very effectively to support learning in the subject because of the recent drive to make sure computers, temperature sensors and digital microscopes are used whenever relevant. Occasionally a week of science activities is held and this enriches the curriculum and caters for all those pupils involved very well.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils achieve very well across the school
- Very good planning and assessment ensure the needs of all pupils are met
- Links with other subjects are very good
- The subject is led and managed very well
- Accommodation is cramped and becomes too warm

Commentary

48. Pupils of all abilities and backgrounds achieve very well. By the end of Year 2 and Year 6, standards are well above those expected for their age. This is because teachers plan carefully to include all pupils, take account of various teaching and learning styles and make effective links with other subjects. Computers in classrooms are used very effectively to prepare for the lesson they will teach in the computer suite.

49. Teaching in ICT is very good. One lesson seen was excellent. Teachers have very good computer skills, which are reflected in the skilful ways they use laptops and interactive whiteboards to present learning to pupils in interesting ways. This keeps pupils engaged during lessons because their attention is continually being drawn to specific learning points. Pupils' work is carefully assessed and this enables teachers to provide extension activities for higher attaining pupils and support for those who require it. Independent learning is encouraged and fostered throughout the school so pupils try things for themselves and evaluate their own work very well. This makes a significant contribution to the excellent attitudes to learning pupils have by the time they leave the school. Pupils carry out independent research and use their computing skills in many other lessons. In Year 5, for example, pupils searched a database for information to solve a problem in mathematics and in Year 6 pupils produced a website to present what they had found out about life in Ancient Egypt. Very good links with other subjects in this way gives learning a real purpose. Well-trained teaching assistants support pupils with special educational needs very well and, as a result, they make very good progress.

50. Improvement since the last inspection is very good, due to the very good leadership of the subject co-ordinator. She has provided training for teachers, which has improved their skills and expertise very well. The portfolio of pupils' work, used to measure attainment, gives very good guide to teachers when assessing pupils' work. The information from these assessments is used very effectively to make sure pupils are making enough progress. As a result, achievement has improved and standards are higher. The school has invested heavily in computer hardware since the last inspection and developed a computer suite. It is, however, cramped for a whole class to use and it becomes too warm. Mobile interactive white boards ensure they are accessible for all classes and are used very well to demonstrate the tasks the pupils will undertake in the suite

51. The computer club provides a valuable resource for pupils who do not have access to a computer at home. This is having a positive effect, as too is the family computer club held in the evenings.

Information and communication technology across the curriculum

52. The use of ICT across the curriculum is very good. The Internet is used effectively to research information about topics in a range of subjects including history, geography and science. Pictures are downloaded to insert into work to make its presentation look more professional. Pupils produce graphs and charts to support work in mathematics and science and labels and written work in English. They used computers to design and decorate costumes for the local church production. The digital microscopes are used very effectively to support learning in science.

HUMANITIES

53. **Religious education** was inspected separately, the results of which are not included in this report.

54. Inspectors talked to pupils and looked at their work in **geography**. Only one lesson was seen so there is insufficient evidence to make an overall judgement about provision in the subject. In this lesson all pupils were achieving very well because of the very good explanations, demonstrations and questioning by the teacher. There was very good challenge for the more able pupils and very good support for those with special educational needs. Work in books indicates standards are at expected levels, although there were some examples of good and very good work in some classes. From discussions with pupils, geography is a subject they enjoy, particularly the visits and visitors because these make it relevant and memorable for them. The school's International links with Romania and Spain and last year with Germany, Greece, Sweden and Bulgaria make a significant contribution to pupils' learning. This is more relevant and meaningful because pupils are communicating and learning directly about and with children from other countries. Leadership of the subject is good and management is satisfactory. The co-ordinator has already monitored teachers' planning and talked to pupils to gain an overview of the subject, but because she is new to the role, has not had time to develop the monitoring of teaching and learning in lessons.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teaching includes a variety of teaching styles that make learning interesting
- Assessment information is used well to guide lesson planning
- Teaching assistants are used well to support pupils with special educational needs
- Marking is not consistent and does not always show pupils how to improve their work

Commentary

55. There has been good improvement since the previous inspection in the quality of teaching and learning, standards and subsequent achievement of all pupils. Pupils achieve well and reach standards above those expected for their age. Teachers promote a positive learning environment, which encourages pupils to ask questions and challenge evidence. As a result, pupils talk confidently about what they have learnt and say how they know. By the end of Year 2, they place events they have learnt about in order and recall relevant facts about the famous people they have studied, including Florence Nightingale and Guy Fawkes. Through well-planned learning, they identify the main differences between homes now and those from the past. They compare materials used and the compare life styles. By the end of Year 6, pupils discuss cause and effect and explore why events took place and how they changed people's lives.

56. The quality of teaching and learning is good. Teachers assess the knowledge and understanding children have acquired well before starting a new topic. Pupils demonstrate their enthusiasm for the subject when they confidently ask questions in lessons. Teachers bring learning to life by using good resources and different learning styles, including role-play, research and debate. By using, and questioning, a range of different evidence about life in the past, pupils learn to consider other viewpoints that may differ from their own. This was demonstrated well in a debate for and against taking relics from Egyptian tombs to put them in museums. Teaching assistants support pupils with special educational needs very well in lessons. This enables those pupils to make good progress. Work is marked regularly, often with constructive comments to show children how to improve their work, although this is not consistent in all classes.

57. Leadership of the subject is good, resulting in higher standard. The co-ordinator has promoted a rich and relevant curriculum, which makes learning interesting. Management of the subject is satisfactory. While careful review has identified exactly the strengths and areas of development, there has been no time to put the improvements into place to make sure the quality of teaching and learning is of the same high quality in all classes. This is because the co-ordinator is new to the role.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

58. Inspectors talked to pupils, looked at their work and observed three lessons in **art and design**, and one in **music**, so no overall judgement was made about the quality of provision in these subjects. Evidence available indicates that standards in art and design have been maintained since the last inspection and are still good. The relatively new co-ordinator is committed to raising standards and has some innovative ideas for doing this. For example, an object of the month, which is displayed in all classes in turn, raises pupils' knowledge of sculpture and encourages them to look and feel its shape and form. Teaching seen during the inspection ranged from very good to satisfactory. The best lessons demonstrated a structured approach with a careful explanation of skills needed for a high quality product. Less successful lessons lacked clearly focussed aims to ensure that time was used well to teach a good range of skills. Lesson planning and display showed pupils use of a wide variety of media in 2 and 3-dimensional work. Art is a popular subject with the children and they enjoyed their lessons.

59. Learning in the one **music** lesson seen was very good. Pupils worked extremely well together to compose a group composition to perform their 'Stomp' dance. The range of instruments and objects used to make the percussive accompaniments resulted in an impressive performance.

Design and technology

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

Main strengths

- Pupils are excited about the things they have made
- Finished items are of a good quality
- Provision is checked closely
- Pupils' skills are assessed regularly
- Leadership and management are good

Commentary

60. There has been recent good focus on improving the provision in the subject and standards have risen since the previous inspection. The subject co-ordinator has spent time recently to make sure that the quality of learning in classrooms is of a good quality. Lessons are practical and fun, and provide pupils with meaningful and relevant activities. As a result, pupils are interested and motivated to plan and make their products. A weakness identified in the previous report was the lack of attention given to finishing off models to a good quality. This has now been dealt with very effectively and all work is finished to a good quality because of the careful ongoing evaluations that take place at every step of the process. The slippers produced by Year 6 pupils are a good example of the varied designs and high quality finish. Standards are above expectations by the end of Year 2 and Year 6. All pupils achieve well. Pupils with special educational needs receive good support from well trained teaching assistants to make sure they develop the skills they need to join in with the group work and finish things off to a good quality standard. Subject vocabulary is taught specifically and this helps those who speak another language as well as English to understand the technical terms.

61. The quality of teaching and learning is good. Lessons are exciting and practical, and planned carefully to make sure pupils develop skills in a systematic way. Teachers use assessment information very effectively to check that they plan additional work to improve pupils' skills further. Work is varied to gain pupils' interest and time is given to make sure they have good opportunity to work at their skills and evaluate their designs. Particular focus is given to the development of problem solving skills and this makes sure that pupils learn by doing. A good example of this was the very well planned activities when pupils were set challenges in Year 4 to make a toy move forwards and backwards using pneumatic forces. They all managed to work together in groups, to put together tubes and syringes to direct the air to the correct places. Teachers use questions skilfully to direct thinking and get pupils to solve things for themselves thus making their understanding of how things work clearer. As a result, during the class discussions all pupils could explain how their systems worked and came up with some good ideas on how these can make different features of the models they are going to make move in interesting ways.

Physical education

Provision in physical education is **good**.

Main strengths

- Pupils enjoy physical education and participate very well
- It is very well supported by extra curricular clubs and residential visits
- There are very good links with other subjects like history and geography
- Lessons are well structured

Commentary

62. In lessons seen across the age range, pupils attain standards that are above those expected and they achieve well. In swimming standards are in line with those expected. This shows good improvement since the last inspection when standards for the younger pupils were broadly in line with those expected and progress was unsatisfactory. Pupils have very good attitudes to physical education and are keen to support the very wide range of clubs and interschool sporting events.

63. Teaching is good overall. Teachers' subject knowledge has improved since the last inspection and lessons are well planned. This results in a more focussed approach to the teaching of skills and to giving pupils good opportunities to create and compose their own ideas in dance. Very good links are made to other subjects. For example, pupils in Year 2 were enjoying creating a dance linked to harvesting bananas from their geography work on Jamaica, and pupils in Year 5 were engrossed in creating a group Greek dance. The skilled questioning and suggestions offered by the teacher enabled the pupils to improve the quality of their movements very well. Experts and visitors like African and Indian Dance specialists demonstrate and work with the pupils, greatly enhancing the subject. The school has a suitably sized, safe and clean hall for indoor physical education and accessible resources and good playground and field accommodation for outdoor lessons. Leadership of physical education is good. The management is satisfactory. While great steps ensure the curriculum remains rich and varied, monitoring of the teaching and learning in lessons is not yet fully developed. This is because the subject co-ordinator is new to the role, and while a careful review has clearly identified the strengths and areas of development for the subject, there has been no time to deal with these.

Personal, social and health education and citizenship

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

Main strengths

- Pupils consider their own health and welfare very well
- The school council provides excellent opportunity for all pupils to become responsible young citizens

Commentary

64. The scheme of work for personal, social and health education is very detailed and outlines a good range of relevant activities for pupils to talk about personal health and welfare. Pupils' contributions are valued so everyone talks openly about the issues. The policy includes satisfactory arrangements for sex and relationships education and raising awareness of drugs. Visitors like the nurse, police officer and fire officers support the personal safety elements of the curriculum.

65. Opportunities for pupils to become good citizens are excellent. The school listens very positively to pupils' concerns and ideas and acts on their views without exception. The school council provides very good opportunity for representatives to put forward their classmates points of view about a range of issues. Many of these focus on pupils' contributions to the school and wider community and enable them to act like real citizens when making decisions. For example, pupils decided that they would like to be involved in the village litter tidying campaign and agreed to go back to their respective classes to find out how this will take place. As a result of the school's focus on producing young citizens, pupils have extremely responsible attitudes towards others by the time they leave the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

