

INSPECTION REPORT

BITHAM BROOK PRIMARY SCHOOL

Westbury

LEA area: Wiltshire

Unique reference number: 126291

Headteacher: Mr John Kimberley

Lead inspector: Mr M Burghart

Dates of inspection: 2nd - 4th February 2004

Inspection number: 255526

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:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	270
School address:	Arundell Close Westbury Wiltshire
Postcode:	BA13 3UA
Telephone number:	01373 859172
Fax number:	01373 821210
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Holton
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

This is a slightly larger than average primary school. It has an above average proportion of pupils with special educational needs. The school is currently full. It has nine classes, all but two of which contain more than one age group. Staff turnover has been high in recent years and prior to the appointment of the present headteacher the school had three different acting heads during a two year period. The proportion of pupils joining or leaving the school at times other than in reception or from Year 6 is below average. No pupil requires extra help for having English as an additional language. The attainment of children when first entering reception varies year by year but overall is a low average. This represents a wide range, and in some year groups is well below average. During the inspection one class was taken by a temporary teacher on a short term contract following the resignation of a member of staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage; English; Art and design; Design and technology.
9487	Dr F Hurd	Lay inspector	
22578	Mr D G Jones	Team inspector	Science; Information and communication technology; Religious education; Special educational needs.
20671	Mr J Palethorpe	Team inspector	Mathematics; Music; Physical education.
32286	Mrs J Parker	Team inspector	Geography; History. Personal, social and health education.

The inspection contractor was:

MSB Education Ltd

Broomhill
Wimborne
Dorset
BH21 7AR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school went through a difficult, unsettled period of high staff turnover two years ago during which standards fell and pupils underachieved. Since the appointment of the present head substantial improvements most notably to planning, teaching and pupils' behaviour have put the school back on track. Currently the school gives pupils a sound standard of education and gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher's leadership and management are exemplary.
- Teaching for pupils in Years 5 and 6 is very good.
- Support for special educational needs (SEN) is good.
- The school takes good care of pupils and ensures their personal development is good.
- Standards, although improving, are still too low in English, mathematics and science.
- Pupils are not challenged enough in some lessons.

Since the last inspection the school went through a very difficult period. Overall progress can be said to be unsatisfactory particularly obvious in a drop in standards. However, rapid progress in the last year is proving very effective in bringing about improvements. Notable successes are in the quality of leadership and management; and much better curriculum planning and assessment procedures. Provision for, and standards in, information and communication technology (ICT) have been significantly improved to the satisfactory level. The addition of a classroom, and very good improvements to outside facilities for reception, have enhanced already good quality accommodation.

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	D	E
Mathematics	D	D	E	E
Science	D	E	D	D

*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.*

The table confirms that standards declined significantly since the school received an achievement award in 2000. It is clear that over several years pupils underachieved. This trend is being reversed and pupils now in Year 6 show signs of fulfilling their potential. Work observed in most lessons was at least satisfactory and in literacy and numeracy sometimes good. Overall standards are still likely to be **below average in English, maths and science** in 2004 at age eleven because of gaps left in previous years and the school's now above average proportion of pupils with SEN. Standards for pupils age seven are showing improvement and are now average for reading. However, they are still below average in writing and maths. There was insufficient evidence to make judgements in art, and design and technology (DT) but pupils' attainment across the school is satisfactory in all other subjects. Most children in reception are now achieving well to reach the expected early learning goals by the time they are six. The school's own analysis shows that it currently adds value to pupils' performance and is becoming more successful in doing so. Pupils respond positively and for the most part behaviour is good. **Pupils' personal development is good** as a result of good provision and levels of care. Moral and social development opportunities are strengths. Attendance is good.

QUALITY OF EDUCATION

The school provides pupils with a satisfactory standard of education. The curriculum is broad and mostly balanced. The recent focus on basic skills of literacy and numeracy is appropriate. **Teaching is good overall, being very good in Years 5 and 6** and this is usually reflected in the quality of pupils' learning. There are strengths in English, maths, religious education (RE), ICT, and the reception class. Presently teaching is judged satisfactory for Years 1 and 2 which includes some strengths and weaknesses, principally in a lack of challenge for higher attainers. Physical education teaching is an area for development. Mixed age classes are managed well in the main especially where planning is at its best: for example in literacy and numeracy. But where staff expectations are too low progress is negatively affected.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the head are excellent. He has proved the most significant factor in the school's marked improvement over the past year. The school is well run. The head leads the staff in what is becoming a more stable and effective team, and is well supported by the governors and deputy in defining the school's shape and direction. The governance of the school is sound. Subject leaders play a satisfactory part in management of the curriculum although aspects of monitoring and evaluating are still areas for development. Finance is well managed and as a result the school is well resourced.

PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views of the school, whose reputation has withstood periods of uncertainty. The school has remained full. Parents are most pleased with the head and the continued caring nature of the school. Their main concerns are over frequent staff changes, information about progress, behaviour and bullying. Inspectors did not find bullying to be a significant problem and that behaviour has been systematically improved since this head arrived. Links with parents are judged good and reports are informative for English, maths and science. Most pupils enjoy school and recognise that there is always someone to turn to with a problem.

IMPROVEMENTS NEEDED

Recently much improved analysis of its own strengths and weaknesses means the school is aware of what it needs to do to improve. The most important things to do are to:

- Raise standards as measured by national tests in English, mathematics and science.
- Improve still further the quality of teaching, continuing to raise teachers' expectations, and ensuring all pupils are suitably challenged regardless of their age or ability.
- Develop the monitoring role of subject leaders.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are still below average in English, mathematics and science for pupils aged eleven, but significant improvements based on much better assessment now ensure pupils are not underachieving.

Main strengths and weaknesses

- Results of national tests for eleven year olds were well below average and below average for seven year olds in 2003.
- Work seen in most English, maths and science lessons during the inspection was at least satisfactory.
- Higher attaining pupils do not consistently reach higher levels.

Commentary

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

Standards in:	School results	National results
Reading	15.6 (16.2)	15.7 (15.8)
Writing	14.2 (14.5)	14.6 (14.4)
Mathematics	16.0 (15.5)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.8 (26.7)	26.8 (27)
Mathematics	25.1 (25.8)	26.8 (26.7)
Science	28.0 (26.5)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

1. Children start school with attainment which is overall slightly below average. This varies year on year: for example for the current Year 3 it was better than this and for Year 6, where there is a high proportion of pupils with SEN, attainment was well below average.
2. Careful analysis of performance and much better planning is beginning to ensure that the school once again adds value to pupils' achievement. However, standards as measured by national tests at seven and eleven in 2003 still showed the school's results to be below average in English, maths and science.
3. Inspection evidence indicates that in most lessons pupils achieved at least satisfactorily, and, where teaching was good, better than this. Pupils' attainment was judged in line with national expectations, but that overall standards remain below average is the result of gaps in previous learning. Notwithstanding this there are strengths in reading by the time pupils leave where most have reached the point of being independent readers; in numeracy where most pupils have a sound understanding of how to work out calculations; and in speaking and listening with pupils confident in communicating and discussing.

4. There is a lack of challenge in some lessons: for example in Year R/1; Year 2/3 personal, social and health education (PSHE); Year 2 maths, and Year 2/3 and Year R/1 PE. Expectations are too low in some lessons. This results in some pupils not being extended. This has the opposite effect to the good support for those pupils with SEN which results in them doing well and in some cases helping them to reach national expectations.

5. In ICT the school has done very well to overcome the issues raised by the last inspection and standards are now in line with expectations at the end of Year 2 and Year 6. Pupils' attainment now matches the expectations of the locally agreed syllabus in RE.

6. In other subjects (including PSHE) standards were judged as satisfactory being consistent with national expectations. There was too little evidence to evaluate pupils' attainment in art, DT or music although it is clear that there are strengths in each: for example respectively in observational drawing; designing, making and evaluating; and the quality of singing.

7. Pupils with special educational needs achieve well. For example, in the current work in science, almost all of the pupils in Year 2 and Year 6 may reach the nationally expected levels in assessments in May. This would mean that a large proportion of pupils with special needs would meet these standards, showing good progress and good achievement.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes towards learning, and their behaviour is good overall. Their attendance rate is satisfactory. Their personal development is satisfactory overall.

Main strengths and weaknesses

- The school has high expectations of pupils' behaviour and works hard to achieve these.
- Under the leadership of the headteacher, the school's consciousness of itself as a community, and pupils' understanding of what that means, have been greatly developed.
- Pupils welcome opportunities to take responsibility when it is offered, and the school is steadily increasing the ways in which they can do so.
- Relationships are generally good, and sometimes very good or better.
- Provision for the spiritual development of pupils varies in quality from excellent to unsatisfactory.
- The school library is limited and its elderly book stock limits pupils' cultural development.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.5
National data	5.4

Unauthorised absence	
School data	0
National data	0.5

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

8. Attendance is in line with national averages. The school has satisfactory arrangements in place to monitor attendance and punctuality: an identified minority of pupils are frequently late for school. The school often stresses the importance of regular attendance to parents and carers, but does not follow up unexplained absences on the first day.

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	268	2	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0

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

9. Parents expressed concern about pupils' behaviour and possible bullying, and consequently this issue was a particular focus of the inspection. No unsatisfactory behaviour was observed out of class. Playtimes are happy occasions: new outdoor play equipment has been installed, but there are no small toys apart from footballs. Pupils are welcoming to visitors, and noticeably caring towards each other. A minority of unsatisfactory behaviour amongst pupils who find conforming and co-operating difficult was observed in some lessons. This was closely linked to unsatisfactory teaching lacking challenge or pace.

10. The school's behaviour management strategy is well understood by pupils: some staff, however, apply it with insufficient rigour. Most pupils enjoy their lessons, and always try their best. The behaviour and attitudes of the youngest children in the school were particularly impressive, for instance when they presented the story of Noah's Ark to the school and their parents in assembly. Whole school assemblies make a very good contribution to pupils' social and moral development, and some, like the one presented by the headteacher, add to their spiritual development. Some other assemblies particularly for the infants, make little contribution to personal development. Some lessons and some teachers brought out the best in pupils, showing them capable of thoughtful debate and considerable insight into themselves and others. Elsewhere, opportunities to develop pupils' spiritual and moral awareness were missed.

11. Display is generally of a high standard and makes a significant contribution to pupils' personal development. The newly refounded school council is the first of a number of planned initiatives intended to enhance pupils' independence and give them greater roles in the management of the school: councillors take their role very seriously. All Year 6 pupils have a range of responsibilities around the school.

12. Pupils with special needs show good attitudes to their learning in the vast majority of cases. This, in turn, has a positive effect on their learning. Teaching assistants work hard at forming good and constructive relationships with their pupils, gain their trust and work well with them individually and in small groups.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided is **much improved and is now satisfactory**.

Teaching and learning

The quality of teaching is **good overall** with clear strengths in Years 3 to 6 (particularly in Years 5 and 6) and in the single age reception class. Teaching in Years 1 and 2 is satisfactory, ranging from unsatisfactory to good. Almost without exception pupils' learning reflects the quality of teaching.

Main strengths and weaknesses

- The quality of teaching of Years 5 and 6 is very good with excellent features.

- Literacy, numeracy, religious education and ICT are all usually well taught as a result of good planning and improving assessment.
- In some lessons expectations are too low and pupils are not challenged enough.
- There are weaknesses in PE teaching in some classes.

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	11 (21%)	22 (42%)	14 (26%)	4 (8%)	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.

13. All teachers were observed unannounced on a variety of occasions by a variety of inspectors. All had at least one good lesson and six teachers had very good. Two staff had excellent lessons both for literacy in Years 5 and 6, very ably assisted by the head. Three different teachers accounted for the four lessons judged unsatisfactory and none of these lessons involved temporary staff.

14. Teaching is judged on a combination of observations in class, scrutiny of pupils' work and with regard to school records. As a result it is clear that teaching is better in Years 3 to 6 as a consequence of higher expectations and generally good challenge of different ages and abilities in the same classes.

15. Strengths in teaching in good lessons throughout the school are in the quality of relationships, and good questioning which encourages pupils to give reasoned answers. Teaching assistants make a good contribution to teaching and support especially for pupils with SEN. Teaching of pupils by teaching assistants is good overall. There is good liaison between them and class teachers and regular informal discussions keep both aware of what work has been accomplished on a daily basis. Good note keeping, by assistants and teachers, forms an ongoing record of progress for each pupil with special educational needs.

16. Parents expressed concerns over mixed age classes. Inspectors found that the vast majority of lessons were at least satisfactory. A minority featured too little challenge which principally (but not exclusively) affected more able pupils. This was not the direct result of there being more than one year group present but rather stemmed from some teachers having too low expectations of pupils; and in other cases from some lack of staff expertise: for example in PE teaching.

17. Improvements in teaching are most obvious in better planning and the developing use of assessment to set targets for the class, groups or individuals. Subjects that this most benefits are English, maths and, following successful in-service training, ICT. Standards are rising and (in the best lessons) pupils are achieving well because the quality of their learning is secure.

18. Teachers mark work effectively and homework is used appropriately to support and extend classwork.

19. There is strength in teaching in the Foundation Stage where almost all sessions were good or better with a half very good as a result of the school's commitment to learning through planned, structured play and encouraging children's independence. The school is aware that teaching reception children with Year 1 pupils can be more difficult. Here teaching is usually satisfactory but children, whilst benefiting from early work on the National Curriculum, do not get some of the varied opportunities that those in the other class have. Addressing this is an area for development.

The curriculum

The curriculum offered by the school is **good for children in the Foundation Stage and satisfactory in the rest of the school**. The latter shows a good improvement since the last inspection.

Main strengths and weaknesses

- Curricular provision for the Foundation Stage is good.
- The curriculum for the rest of the school has improved since the last inspection.
- Provision for pupils with special educational needs is good.
- Provision for extracurricular activities is good.
- Work for more able pupils is sometimes planned for but not always delivered.
- Some minor problems with timetabling disadvantages some pupils.

Commentary

20. There is a well planned curriculum in place for children in the Foundation Stage. Particularly in the single age reception class it fully reflects all the areas of learning and provides a good balance between directed and self-initiated tasks. It is enriched by a variety of special events and visits.

21. The curriculum for the rest of the pupils is now satisfactory having been improved over the recent past. Information and communication technology is now fully in place and planning overall has improved in nearly all subjects. As a result, teaching and learning are now good but could still be improved further with more consistent planning and challenge for more able pupils.

22. There is good support for pupils with special educational needs. These pupils have clear and detailed individual education plans, which are reviewed regularly and put into effect well by both teachers and teaching assistants. Support for pupils with SEN is significantly enhanced by the work of teaching assistants, who make a valuable contribution to pupils' learning. For example, three pupils were working with a teaching assistant in a corridor following the first part of a literacy lesson with their class. They discussed the characters in a story they were writing. When they rejoined their class their views were sought in the same way as other pupils. Daily records are thorough and show the progress pupils have made in lessons. As a result of the good support pupils with special educational needs achieve well.

23. Because of its mixed age classes, the school has to design a rolling programme of planning work over a number of years. This works well most of the time. However, there are a small number of anomalies in the curriculum, which can disadvantage some pupils. For example, the visiting music teacher provides a small group of pupils with music lessons. These are taken at the same time each week. As a result these pupils miss the same lessons each week. Because of Year 2 pupils being spread through three classes, when Year 3 pupils go swimming, some Year 2 pupils miss access to a second lesson of physical education enjoyed by the other pupils in the year.

24. The provision of extracurricular activities is good and parents appreciate this. A wide range of activities is presented to pupils in sport, music and French, for example. At the same time visits and visitors form a strong part of the wider curriculum, enriching pupils' experiences. For example, the residential visits for Years 4, 5 and 6 not only cover educational and sporting activities, but at the same time give good support to pupils' social development.

25. The school's accommodation is good with the accommodation and resources for the Foundation Stage being very good. The position and size of the school library deserves reconsideration. Resources in many subjects are good and give good support to pupils' learning.

Such subjects as ICT, music, physical education, religious education, design and technology and English are well resourced.

Care, guidance and support

Provision for pupils' care, guidance and support is good overall, and very good for pupils in the Foundation Stage. The provision for support and guidance based on monitoring is good, and procedures to ensure a healthy and safe environment are very good. The involvement of pupils, through seeking and valuing their views, is good.

Main strengths and weaknesses

- The school sees the safety and security of all who work in it as a priority, and very good attention is paid to risk assessment and management.
- Staff make a real effort to get to know their pupils, and are developing a simple but effective system for recording personal development.
- Pupils feel they can trust adults in the school to help them with problems.
- Induction arrangements for new pupils are very good for those joining the reception classes, and satisfactory for those joining further up the school.
- Some staff do not have high enough expectations of their pupils, particularly of the brightest ones.

Commentary

26. Problems with vandalism and dangerous litter have largely disappeared with the erection of the new perimeter fencing. The governors' premises committee has a rolling programme of site inspection, and any unexpected hazards are swiftly dealt with. The headteacher is the child protection liaison officer: he ensures all staff are regularly briefed on this important topic. A large number of staff are first aiders and regularly update their qualifications. The importance of safety at home and school, and in the street, is emphasised in personal, social and health education lessons. Teachers of the oldest pupils have a good system whereby pupils can arrange to speak to them in confidence: although other classes have no formal arrangements. Pupils are confident of obtaining help when they need it. Pupils with special needs often form close bonds with teaching assistants, whose intelligence and competence are a strength of the school.

27. Teachers in the Foundation Stage work closely with local pre-school providers, particularly with the one located on the school site, to ensure that children make an easy and enjoyable start to school life. Older pupils make a visit before joining the school, and meet their new teacher.

28. The school needs to ensure that all pupils, particularly the more able, know that it has the highest possible expectations of them and will help them perform to the best of their ability. The split-age classes require careful management to ensure pupils in the same year group are all given the same opportunities and that younger pupils in particular are given enough support and guidance to cope with the social difficulties of being in a class with older ones.

Partnership with parents, other schools and the community

Links with parents are good. Links with the community, and other schools and colleges, are satisfactory.

Main strengths and weaknesses

- Although parents' are strongly supportive of the school, many are very concerned about the impact of the split age classes on their children, both socially and in terms of their equal access to the curriculum.
- Parents are supportive of their children's learning and willingly provide help for them at home.

- Following the lead of the headteacher, the school is very approachable and welcoming to parents.
- Any problems are dealt with quickly and courteously.
- Few parents are able to give up time to help in class or provide expertise.

Commentary

29. Many parents take the opportunity to bring their children into class in the morning and settle them with their indicated task: this allows them the opportunity of informal consultation with teachers. Information about the school and pupils' progress is good overall. The prospectus is clear and informative but does not include attendance data. The governors' annual report fulfils statutory requirements.

30. Parents are kept well informed of their children's progress and where appropriate they attend annual review meetings. Education plans often suggest how parents might help at home, in support of their children.

31. Newsletters give much information about school events but appear irregularly and sometimes too near the events they announce. Pupils' annual reports provide a wealth of information about their progress, but do not allow space for separate comments on the core subjects of science, information and communication technology and religious education. Parents' views are valued: the school has begun to make use of questionnaires on specific issues and parents are encouraged to offer suggestions.

32. The Friends' Association makes an essential contribution through its fundraising and social activities, despite the small size of its committee: many parents work full time. The school is committed to increasing parental involvement and hopes to develop as a focal point for the community of the large estate it serves. Pupils have sung carols in the Westbury town centre church and in old people's homes. Members of the emergency services have visited; older residents have come in to talk about their experiences during World War II; and local religious leaders have taken assemblies.

33. The local area is well used to enrich the curriculum. Appropriate arrangements are in place for the transfer of pupils to secondary schools, and members of staff from Maltravers School have visited to offer specialist tuition in arts subjects. The school is a member of the Westbury schools cluster group, and takes a full part in its activities. Pupils participate in sporting and musical events.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of key staff and the effectiveness of management is good. Governance is sound.

Main strengths and weaknesses

- The leadership and management of the headteacher are excellent.
- The senior management team effectively supports the drive for improvement.
- The governing body gives strong support to the school.
- The school does not have a long term strategic plan.
- The leadership of many subjects is at a very early stage of development.
- The school's finances are managed very effectively.

Commentary

34. The present headteacher took over the school after a very unsettled period, during which the school's results had slumped, and there was a wide range of difficulties. Since his arrival, there has been a dramatic upturn in the school's development. The quality of education provided has improved

enormously, although it is too soon for this to have a significant impact on standards achieved, which are still below average. The headteacher is dedicated to ensuring the highest possible standards and achievement in all areas of the school's work.

35. The senior management team share with the headteacher a common purpose, are very supportive, and are clear about their roles and responsibilities. They are developing well, and have been successful in establishing a productive climate for learning and promoting inclusion throughout the school. They have set a strong base from which the school can develop further. Most subject leaders are relatively new to the school, and have quite rightly given priority to settling their classes. Therefore, at the present time, their leadership role in monitoring and developing their subjects is underdeveloped. The school realises this, and developing the role of those with leadership is planned for. There have been several new teachers over the past two years who have settled well. However, a formal method of induction would make matters far more efficient.

36. The comparatively new special educational needs co-ordinator has already made a good impact on the management and leadership of this area of the school's work. She holds regular meetings with the support staff and the special needs governor, who is an experienced member of the governing body. They make a strong team.

37. There are some new members on the governing body, and several who are new to their particular positions. They share the headteacher's desire to improve standards throughout the school. Like the school, they are developing effectively, and are building fruitful relationships with the leadership of the school, with improved methods of communication. Governors have an efficient system of sub committees with delegated responsibilities, enabling them to understand the performance of the school, and to have an effect on its development.

38. The school development plan reflects the challenges faced by the school, and sets out appropriate priorities, although it is only short term. The school justifies this because of the difficulties with earlier plans, which had to be re-evaluated, and with the imminence of the current inspection, which would give guidance on the school's future plans. The inspection team finds these reasons to be well founded and convincing, and understands the school's intentions to use the report as a basis for future development.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	621916
Total expenditure	606892
Expenditure per pupil	2256

Balances (£)	
Balance from previous year	28081
Balance carried forward to the next	43105

39. Finances are managed extremely effectively by the school administrator, and all documentation is maintained to an excellent standard. The school always seeks best value in its spending. Governors are kept well informed, enabling them to ensure that finances are kept in good order. Whilst the carry forward looks higher than expected, already delegated funds reduce this to an acceptable £16,005. The school is currently providing satisfactory, and improving, value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** with very good features in the achievement of children in the reception class, and satisfactory with some weaknesses for those Year R children in the class with Year 1 pupils. These children, whilst in some ways benefiting from early work on the National Curriculum, do not have the same access to varied opportunities for learning through structured play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good overall with particular strengths in the reception class.

Main strengths and weaknesses

- Nearly all children achieve the early learning goals in this aspect before they are six.
- Relationships are very good.
- Children behave very well and respond very well to school and its routines.

Commentary

40. Children get on very well with each other and staff. They soon learn the routines of school, and that listening to others and taking turns whilst being considerate pays dividends.

41. Expectations that children will show independence and take an active part in selecting activities are major features of the reception class. This is not as marked in the mixed age class, but children across the whole age group make good progress in developing learning habits and working with others. Good attention to how literacy skills can be used to express emotions and feelings makes a significant contribution to children's personal development.

42. A very good example of how successful provision in this aspect is was when a girl hurt herself in the role play shop and was quickly comforted by four others acting on their own initiative. Although she was aware of the situation, there was no need for the teacher to be involved!

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Children are emerging as readers and writers because teaching is good.
- Oral communication skills are developed well.

Commentary

43. Most children will meet the expected early learning goals before they join Year 1, with more able children achieving well to reach these targets before this.

44. Children generally enter Year R with slightly below average skills, but make good progress to achieve well in terms of communication, language and literacy. For example children enjoyed role play, experimenting with language derived from the story of the 'gingerbread man', and explored vocabulary associated with texture when describing how things feel to the touch. Early reading skills are developed well using the 'jolly phonics' programme. Writing skills are enhanced by such activities as writing shopping lists and copy writing the story of 'little rabbit' in the correct sequence.

45. Teachers including support staff teach literacy skills throughout all activities, making good use of opportunities which are relevant to children's experience and potential. Good records on individual children help staff to understand how well children are doing. Provision in this aspect is good because teaching is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good and prepares children well for numeracy work in the National Curriculum.

Main strengths and weaknesses

- Plenty of hands on experience in counting, matching and sorting activities reinforces mathematical skills and children's understanding.
- Most children will meet the learning goals in this aspect by Year 1.

Commentary

46. Children, especially in the single age class, spend lots of time involved in experimenting with numbers, comparing and sequencing objects and identifying 'what is missing' when things are taken away. This helps develop children's ability to add and subtract.

47. Resources are well used and teaching is good. Children are skilfully encouraged to use the correct mathematical language: for example more than and less than, and this lays good foundations for future number work, as well as in the practical sense in comparisons of shape, space and measures.

48. Rhymes and counting games are used well to improve children's awareness of values, and are fun! Practical tasks such as 'weighing out' ingredients to make dough figures add to children's mathematical understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Children develop a good awareness of the world around them.
- They make a good start in using computers.
- In learning about Victorians children begin to develop an awareness of how things have changed.

Commentary

49. There are good opportunities, notably in the reception class, for children to experience through their senses how things are. Work is well planned to encourage children to use their senses to explore: for example responding to colour, shape and taste during cooking gingerbread men.

50. An early introduction to computers in dragging items across the screen to dress teddy and to match items with letter sounds, complements activities such as using tape recorders to raise children's awareness of how we can control equipment.

51. Topic work on Victorians, sometimes experimenting with role play, develops children's understanding that things change over time. There is evidence of good use of vocabulary particularly in the mixed age class and this benefits communication skills.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory. This represents an improvement, especially with the much better outside area and resources created last year.

Main strengths and weaknesses

- Children's fine motor skills such as using writing implements, brushes and small construction sets are satisfactory.
- Provision to develop children's body awareness is sound.

Commentary

52. There are sufficient opportunities in both classes for children to experiment with holding and using tools, writing, gluing, cutting and painting equipment. As a result physical 'fine' skills are satisfactorily developed and this has a positive impact on other areas, notably writing and creative development.

53. Children's hand eye co-ordination is satisfactory and most children will achieve the required learning goals in time for Year 1.

54. The recently developed good, outdoor space, well resourced for this age group, is a very positive improvement. With the good contributions of support staff children are able to ride, balance, climb and generally explore what their bodies are capable of. This is helping to ensure that physical development is at least sound, and for higher attainers, better.

55. An area for further improvement is to encourage children from both classes to make use of the outside area in all weathers and all seasons.

CREATIVE DEVELOPMENT

Provision in creative development is good in the reception class and satisfactory in the mixed age class.

Main strengths and weaknesses

- Music is used effectively to encourage children to express themselves.
- Role play provides children with opportunities to experiment with how they might react in a variety of circumstances.

Commentary

56. A range of planned activities in structured play encourages children to express themselves. For example joining in shopping activities in the themed role play area helped children to explain their own eating preferences and describe how they joined in cake making.

57. Music activities, well promoted in the mixed age class, enable children to handle a range of instruments, explore sounds, and appreciate pitch and volume. In singing rhymes in class and joining in hymn singing in assembly, children are learning to keep time and to practise singing as a part of a group.

58. Although creative activities such as painting and making are common to both classes, children spend less time in hands on activity in the mixed age class. This restricts the development of independence in choosing activities and selecting equipment and materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is now **good** following the successful introduction of the literacy strategy and improved teaching as a result of good use of assessment to set targets.

Main strengths and weaknesses

- Standards as measured by National Curriculum tests (SATs) declined since 2000 and were well below average for eleven year olds in 2003, showing some more able pupils were underachieving.
- Improvements to planning and assessment are having positive effects and pupils are not now underachieving.
- Reading standards are good by the time pupils leave the school.
- Pupils with SEN are well supported.
- Writing is an area for further development and this already is a feature of the school improvement plan.

Commentary

59. In the difficult interim period of uncertain staffing between inspections, expectations were too low and not all teaching was effective. This resulted in standards going down and pupils who were potentially more able not achieving as well as they might. Few pupils reached higher than average levels at the end of Years 2 and 6 and consequently the school's average points scores were well below national expectations especially in writing. As part of a major review (which is still ongoing) after the present head was appointed a year ago, planning and provision have been significantly improved and the decline in standards of achievement has been halted. Detailed analysis of pupils' performance both collectively to determine subject planning, and individually to raise targets for improvement, is making a difference (especially for the subject leader). However, there is a need to make the information more widely available so staff know not only how their classes are doing but those in other age groups.

60. It is unlikely that test results will be much higher this year because:

- Twenty-nine per cent of Year 6 and 22 per cent of Year 2 pupils have been identified as having SEN;
- New initiatives will take time to have significant effects.

61. Currently standards of attainment for most pupils are in line with what is expected for this age group. There are strengths in:

- Reading where most Year 2 pupils read fluently and accurately, and most Year 6 pupils show interest and are able to make reasoned comments about what they read;
- Speaking and listening where pupils are learning to communicate effectively by considering what others have to say. A highlight of the inspection was when reception children spoke out very clearly in their very good assembly about Noah for parents.

62. Writing skills were rightfully identified by the school as needing urgent attention. Inspectors find improvements are being made, but neither in content nor style does pupils' writing yet meet what is expected at the ages of seven or eleven.

63. The quality of teaching is good overall with good application of well planned work. Learning objectives are made very clear and are used as a gauge to measure progress.

64. It is clear that teaching is very successful in Years 5 and 6 where two lessons (one in each class) were excellent: extending pupils of all abilities to develop skills of persuasive argument and help overcome previous deficiencies in writing. Teaching in Years 1 and 2 is satisfactory with good features, but lessons are not always as challenging as they might be, whilst in Years 3 and 4 teaching is usually good. Staff use questioning effectively to involve all pupils and to probe for understanding. For example in a good Years 2 and 3 lesson the teacher included all pupils in a discussion about how characters in the story felt and successfully encouraged higher attainers to explore more advanced vocabulary. "Petrified!" exclaimed one boy eagerly putting himself in mummy bear's place.

65. Support staff play a good part in teaching and this particularly benefits least able pupils. This frequently results in pupils with SEN achieving well and many reach (or nearly reach) national average levels.

66. The subject is effectively managed with the result that planning is now good and literacy is well resourced. The school has identified the library as being in need of development by providing more books and better access. In order to guarantee that improvements in general continue to have positive impacts on standards, the subject leader needs to monitor the quality of teaching and learning in all classes, particularly in Years 1 to 4. Although she has some time allocated for this purpose it has not proved sufficient.

Language and literacy across the curriculum

67. Good use is made of skills of literacy in other subjects: for example describing how plants grow in science, and writing about different faiths in religious education. Speaking and listening skills are used very well and reinforced by discussions in all subjects, whilst reading supports research in geography and history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Attainment is below average at the end of Year 2 and Year 6.
- Leadership of the subject is very good.
- Teaching in mathematics is good overall.
- The National Numeracy Strategy has been effectively implemented.
- Tracking and monitoring procedures are used well.
- There is insufficient challenge for higher attaining pupils.
- Information and communication technology is not an integral part of planning.

Commentary

68. The problems the school has experienced over the past few years with staffing have meant that pupils have been underachieving. Many changes have been made, and pupils are now achieving satisfactorily, and in some instances well. However, there are still some gaps in pupils' mathematical experiences and therefore in their knowledge and understanding, which means that their attainment is still below average. The relatively recent innovations are proving to be very effective, but will take more time to affect standards substantially.

69. The National Numeracy Strategy is being well taught, and is already having a positive effect on pupils' number work, particularly in mental calculations. The strategy, together with the scheme of work, is ensuring that the curriculum meets statutory requirements.

70. Teaching is good overall, but with some very good examples, particularly in Years 5 and 6. Strengths include:

- Clear lesson objectives made known to pupils at the start of the lesson;
- Very good management and motivation of pupils;
- Clear explanations and demonstrations;
- Good use of correct mathematical language;
- Good teacher and teaching assistant support for less able pupils, enabling all to be fully included;
- Very good and sometimes excellent relationships;
- Careful marking, indicating to pupils how they can improve.

71. The impact of this teaching is that most pupils are keen to learn, and they respond well by trying hard with their work. In some lessons, even those deemed satisfactory, there are aspects that need improvement. They include:

- Insufficient involvement of pupils at the start of the lesson;
- Insufficient challenge for the higher attaining pupils;
- Slow pace, with too much teacher talking and too little pupil involvement and activity;
- Insufficient planned use of information and communication technology to support learning;
- Insufficient attention to the presentation of the work.

Where these are evident, for example as seen in one Year 2 lesson pupils do not work hard enough and do not make as much progress as they might.

72. The subject is very well led by a keen and enthusiastic leader, and there have been many recent improvements. In particular, the tracking and monitoring system is making teachers well aware of pupils' needs, and appropriate targets are being set. The monitoring of teaching and learning is proving effective in improving the quality of both.

Mathematics across the curriculum

73. Mathematics is used well across the curriculum. Two good observed examples were a timeline in a class for history, and in science, a graph to show how much light was let through different materials. Mathematics makes a contribution to pupils' oracy skills, for pupils are often asked to discuss answers with their partner.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good overall.
- Achievement over the long term is only satisfactory, but good in the recent past.
- The new scheme of work supports teaching and learning well.
- Standards are below expectations in national tests at the end of Years 2 and 6.
- Assessment is not yet in place.

Commentary

74. Standards by the end of Years 2 and 6 are below expectations, in spite of the fact that nearly all pupils are likely to reach the nationally expected levels in both classes. The school's problem is that not enough pupils reach a level higher than this and therefore overall, they compare unfavourably with other schools nationally. Part of the reason for this is that more able pupils are not set

challenging work often enough in order to extend their learning to a level higher than that expected for other pupils.

75. The achievement of pupils, seen over a long period of time, has been only satisfactory. Bearing in mind the very many staff changes and changes in leadership of the school, this is perhaps not surprising. However, in the recent past, with a more stable staff and leadership, achievement is good and pupils are generally making better progress in their learning, as a result of consistently better teaching.

76. Teaching is good overall in science. In the five lessons seen, two were very good, two were good and one was satisfactory. The elements of teaching which were noted as being very good, were opportunities for pupils to investigate in an unrestricted way. This was the case in a Year 2/3 lesson in which pupils made electrical circuits via a computer program. Very good use of vocabulary was noted in a Year 3/4 lesson in which pupils had a word bank of scientific words connected with their topics. This was not noted in some other lessons. For all teachers the new scheme of work has given clear support for their teaching. However, as it is only quite recently in place, it is not yet completely embedded in everyone's teaching.

77. The subject leader manages and leads the subject satisfactorily and recognises that assessment is not in place and is part of the reason that teachers do not always provide for the higher attaining pupils. The subject leader has not yet had the opportunity to observe her colleagues teaching in order to check the strengths and weaknesses in teaching and learning herself.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is now **satisfactory and has improved**.

Main strengths and weaknesses

- There has been a big improvement in ICT since the last inspection.
- Teaching in ICT is good and sometimes very good.
- Standards have improved since the last inspection and are now satisfactory.
- The creation of the computer suite has improved pupils' access to the subject.
- Work in control technology is not yet of a high enough standard.
- There are not enough opportunities for pupils to use ICT skills in conjunction with other subjects.

Commentary

78. Information and communication technology was a key issue at the last inspection. In the recent past, big improvements have been made in the subject. For example, teachers have had good training and a computer suite has been created in the school. As a result, the quality of both teaching and learning has improved and are both now good. Standards have improved and are now satisfactory, with many pupils achieving well, especially over the recent past.

79. Teaching in all lessons was never less than good and in two lessons was very good. Teachers now have good subject knowledge and put this to good use in giving clear explanations and demonstrations of new skills or programs. In a Year 2/3 science lesson, for example, the teacher used a comparatively new program, which allowed pupils to create electrical circuits on screen. This was clearly explained and pupils quickly got to work on the program. Equally, teachers make good use of planning support documents, so that pupils gain in skills, knowledge and understanding in a systematic way. The weakness in teaching and learning is the depth to which pupils know and understand control technology. Currently, although hardware and software are both in the school, they are not yet being used sufficiently to allow pupils to learn at the correct level.

80. There are good examples of pupils using ICT to support their work in literacy. Year 5/6 pupils were seen in the suite, receiving very good teaching in a topic on persuasive writing. A very good demonstration was given on how to use a particular writing program. Pupils listened carefully and

were able to get started on their tasks quickly and made good progress. At times, in the series of lessons seen, the more able pupils were ready for further challenges. Instead of providing them with a task, which extended their skills, the available task was simply the same as the one before but with a different title. This restricted pupils' achievement.

Information and communication technology across the curriculum

81. Class teachers are not creating enough links between ICT and other subjects. Too few planned opportunities exist for pupils to use their new found technology skills in religious education or geography for example. More especially the lack of use of ICT in mathematics disadvantages pupils in both areas of study.

HUMANITIES

GEOGRAPHY

During the inspection no lessons were observed in geography. However the work sampled, displays in classrooms and discussions with pupils indicate that provision in geography is **satisfactory**, which is the same situation as in the previous report.

Main strengths and weaknesses

- Use of the local environment and visits further afield to develop pupils' geographical knowledge and skills are strengths.
- There are imaginative links with other subjects.
- There are planned opportunities for pupils in Years 1 and 2 to create their own maps.
- The lack of a formal system of assessing and recording pupils' progress restricts achievement.
- Pupils' ability to use geographical terminology to describe geographical features is a weakness.

Commentary

82. The school makes effective use of the local environment to enhance learning in geography. The youngest pupils made simple maps to record an observational walk inside and outside of the school. Pupils in Year 3 went on a pollution walk to investigate the different types of pollution found in Bitham Brook and they competently expressed their own views about how a piece of local wasteland could be put to better use.

83. Links with other subjects are well developed. Year 1 pupils created delightful collages of a place in the locality where they would like to play. Pupils in Years 5 and 6 are currently learning about the village of Kaptalmwa in Africa. In their written work pupils carefully describe the differences between life in the village and life in their own community and make accurate use of maps and atlases. The planned links with work in art and pupils' independent research make a valuable contribution to pupils' understanding of life in another culture.

84. There are some areas in which the school needs to improve. The quality of pupils' written work does not reflect the level of understanding demonstrated by pupils in discussion. Teachers do not place sufficient emphasis on developing pupils' use of geographical vocabulary in both oral and written work. Some of the tasks planned by teachers are insufficiently challenging to deepen understanding and some opportunities to develop geographical skills during residential visits could be better developed.

85. The subject leader has worked with staff to establish an effective scheme of work, which is planned on a rolling programme to accommodate mixed age classes. She has been given time to check the impact of the scheme through discussions with pupils and looking at samples of their work. She is aware of the need to further develop the use of ICT to support learning in geography and to introduce a manageable system of assessing pupils' progress to raise standards further.

HISTORY

The provision in history is judged to be **satisfactory**. During the inspection three lessons were observed. In addition inspectors looked at pupils' work, talked to the subject leader about her responsibilities, looked at displays around the school and spoke to pupils about what they had learnt.

Main strengths and weaknesses

- There is effective use of artefacts and visits to make learning in history interesting and relevant.
- Frequent planned opportunities are created to develop literacy skills through history.
- There is good use of questioning to develop historical enquiry.
- Good teaching is a feature of Years 3 and 4.
- The lack of a formal system of assessing and recording pupils' progress in history is a weakness.
- The quality of pupils' written work is in need of improvement.

Commentary

86. Teaching in Years 3 and 4 is good. In a lesson on the Aztecs pupils enjoyed using good quality artefacts to learn about life in Aztec times. Pupils co-operated well in groups to act as history detectives to answer well planned historical questions about an artefact. Pupils demonstrated very good speaking and listening skills when reporting back to the class. Pupils were able to apply their previous knowledge of the Aztecs when offering ideas as to the use and identity of the objects being studied.

87. In Years 1 and 2 pupils are learning about castles. Lessons in history and literacy are carefully planned to develop skills in both subjects. Pupils accurately explained the meaning of features of a castle such as drawbridge, portcullis and moat, and gave thoughtful reasons as to why they might like to live in a castle. The work will be further enhanced by the planned visit to a castle next term.

88. The Victorian museum in a Year 1 class is used effectively to develop pupils' understanding of homes in the past. The challenging questions displayed in the museum encourage pupils to look closely at the objects. Pupils enjoy role play using the Victorian costumes and props and they talk enthusiastically about the household objects of the past.

89. There are still areas in which the school needs to improve. The quality of the written work of the older pupils is not of a high enough standard. Pupils are beginning to combine information from different sources but there is little evidence of pupils being able to interpret this information or give reasons for past events.

90. The subject leader demonstrates a good grasp of the position of history within the school and is aware of the need to develop a manageable system of assessment for history to raise pupils' achievement. A scheme of work for history, planned on a rolling programme, is in place. This is an improvement since the last inspection.

91. The subject leader carefully tracks the coverage of topics and the quality of learning by looking at samples of work and talking to pupils. She has provided staff training to improve subject knowledge and believes that the whole school focus on developing oracy is the right way to improve pupils' knowledge and understanding in history.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching in religious education is good.
- Resources in religious education are good.
- The subject is well led and managed.
- Good changes have been made to the scheme of work for the oldest pupils.
- There is no assessment yet for work in religious education.
- There is some duplication of topics within the scheme of work due to the nature of classes being made up of two age groups.

Commentary

92. Standards of work in religious education in Years 2 and 6 are in line with the expectations of the locally agreed syllabus. This is largely as a result of good teaching in the subject across the school. Pupils achieve satisfactorily over time, whilst in lessons now, they show good progress and achieve well.

93. Teaching in all lessons seen for religious education was never less than good, in spite of the fact that teachers feel there is often too much information to share with pupils. Teachers gain good subject knowledge from the scheme of work's planning documentation and enliven the work with the use of good resources. For example, in a Year 1/2 lesson the teacher used a doll and baptism clothes to show pupils how a christening service was carried out; this, having previously been illustrated by the use of a home video of a real service. In a Year 5/6 lesson the teacher used examples of art work to share the idea of artists making moral and religious statements through their work. As a result, pupils were able to use ideas and try to emulate the artists, when trying to make moral statements about their own environment.

94. Staff, in connection with the work of the oldest pupils, have made curriculum changes, as they felt their pupils were not motivated by the original scheme of work. This was done, through consultation, involving the introduction of links to art. As a result, pupils are more positive about their work and find it more interesting. Elsewhere, teachers sometimes find that work is duplicated, due to the mixed age nature of the class. The subject leader is aware of this and is preparing to review the curriculum for the subject.

95. The subject is well led and managed. The leader has improved resources, especially for the study of Judaism and Islam. As a result, these two areas of study give good support to pupils' cultural and multicultural development. Currently, there is no assessment in the subject. As a result, teachers do not have an accurate picture of how successful learning is and what progress pupils are making. They cannot always plan work, which is specific to the needs of all pupils, especially the more able pupils. They are often given the same work as other pupils and sometimes do not therefore achieve their potential.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN AND TECHNOLOGY

Commentary

96. Neither art nor design and technology were inspected in detail as part of the inspection. Inspectors were able to confirm that provision for both is at least satisfactory. Sufficient time is

allocated to both subjects although there are concerns when blocks of activity, especially in DT, are timetabled with long periods in between.

97. Strengths in art are in the quality of observational drawing: for example in very good portraits of staff by pupils forming part of the school's good, well displayed art gallery. Art is used well to support other subjects such as in Year 4/5 Aztec masks as part of geography; and Year 2/3 story sequence illustrations in literacy. There are good examples of how pupils' appreciation skills are developed by working in the style of famous artists such as Rousseau and Leger.

98. In the one lesson observed teaching was good with the teacher prompting and encouraging pupils effectively with positive effects on creativity.

99. The school is currently using temporary planning whilst awaiting a new county wide scheme. The absence of formal assessment makes it difficult for staff to gauge pupils' progress, but it is clear that pupils enjoy art and that their work is valued in good displays around the school.

100. Limited DT evidence: for example Year 5/6 work on creating hats for characters in Romeo and Juliet shows that there is due consideration of the design, make, evaluate and modify process. Good use is made of art and literacy to illustrate and describe pupils' work. Work on paper sculptures and moving picture designs make good links with creativity.

101. No DT lessons were observed, but it is apparent that the subject is effectively managed, appropriately planned and well resourced.

MUSIC

102. In music, only two lessons were observed, and both teaching and standards were satisfactory. Singing was heard in several assemblies, and this was of a good standard. The school provides extra musical activities at lunchtimes, and peripatetic instrumental lessons are available. The organisation of these at present does cause some problems of access to the full curriculum for those pupils attending, for they miss the same class lessons every week.

PHYSICAL EDUCATION

Provision in **physical education** is satisfactory, although there are weaknesses.

Main strengths and weaknesses

- Teaching for some younger pupils is unsatisfactory.
- Not all Year 2 pupils receive their full entitlement.
- The new scheme of work gives good coverage of all the required elements of the National Curriculum.
- Good opportunities are provided for extracurricular activities, including competitions with other schools.
- Pupils who have not reached the expected standard do not have the opportunity to perfect swimming the expected 25 metres after Year 3.

Commentary

103. Standards seen in physical education were directly related to the quality of teaching. Where teaching was good, pupils worked hard at appropriate activities, made good progress, and achieved satisfactory or better standards. Where the teaching was unsatisfactory, pupils did not concentrate on what they were doing, made unsatisfactory progress, and achieved below expectations.

104. Good aspects of teaching include:

- Good control and management of pupils;
- Opportunities for pupils to demonstrate and evaluate;
- Safe and sensible transportation of apparatus;
- Plenty of opportunities for pupils to practise their skills;
- Good attention to quality of movements.

105. The aspects of unsatisfactory lessons include:

- Pupils are too noisy, not paying enough attention to the teacher;
- Pupils taking too long to change and to transport apparatus, thus wasting valuable time;
- Pupils are not encouraged to refine or improve their movements.

In these instances, teachers show a lack of confidence and expertise in the subject.

106. There is a new scheme of work that covers all the required aspects of the National Curriculum, and is very helpful to teachers in their planning. However, the school's curriculum map is not ideal for two reasons. Not all pupils in Year 2 get two lessons each week, and secondly, swimming only takes place in Year 3. This means that pupils who cannot swim 25 metres in Year 3 will not have another opportunity to achieve that standard whilst at the school. There are good opportunities for extracurricular activities, taken by teachers, parents and external coaches. Good use has been made of a secondary school specialist to take tag rugby with Years 5 and 6 pupils.

107. The subject leader is knowledgeable and enthusiastic, and she has introduced the new scheme of work. She is aware of the need for more training for some teachers to improve the quality of teaching and learning. The quality and quantity of the accommodation, and of resources to teach the subject, are good. Storage of equipment could be improved, allowing the hazard of dining tables to be removed from the hall floor. Inspectors did not see any problems with older pupils changing which was a concern of some parents. Good progress has been made since the last inspection with the scheme of work, but more still needs to be done in monitoring.

PERSONAL, SOCIAL AND HEALTH EDUCATION

The overall provision for this area of the school's work is **good**. The subject has a high profile and has been identified as a key area for development across the school.

Main strengths and weaknesses

- An effective scheme of work is implemented in every classroom.
- The subject makes a positive contribution to the development of pupils' speaking and listening skills.
- There are imaginative and prominent displays which value pupils' achievement and reflect the personal and social development of all pupils.
- There are weaknesses in some aspects of the teaching where pupils are not challenged enough.

Commentary

108. The school has set in place an effective scheme of work, which underpins the school's drive to improve standards of behaviour and to develop pupils' social skills and sense of responsibility. The programme in this area includes work on friendship, healthy eating and sex and drugs education and is well supported by visitors from the local community. A physiotherapist talked to Years 1 and 2 pupils about taking care of your back, which linked with the science work about the body.

109. Pupils learn about democracy through their involvement in the school council and circle time helps to raise pupils' self esteem. Puppets help younger pupils to talk about feelings and emotions and all pupils show responsible attitudes to the wider community through their enthusiastic support of charity events. Last year 72 shoeboxes were filled for Operation Christmas Child.

110. The effectiveness of the programme is demonstrated by the sensible way pupils interact with others in lessons, the confidence with which they express a point of view and the pride pupils take in the school.

111. The standard of teaching in personal, social and health education is variable. In the best lessons teachers use searching questions, have high expectations and pupils demonstrate very good debating skills. In weaker lessons pupil progress is limited by a lack of challenge and the inappropriate behaviour of a minority of pupils.

112. The subject leader has been in post for eighteen months. She has been given time to look at pupils' work, displays and photographs, and to talk to pupils to assess the impact of the scheme of work. She has made changes to the planning to eliminate any gaps in coverage. The school has recently introduced a system of recording pupils' personal development which when fully implemented should contribute to raising standards further.

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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	3

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