

# INSPECTION REPORT

**Brereton Church of England (VA) Primary School**

Sandbach

LEA area: Cheshire

Unique reference number: 111332

Headteacher: Mrs L Gretton

Lead inspector: Mrs E Linley

Dates of inspection: 2<sup>nd</sup> - 5<sup>th</sup> February 2004

Inspection number: 255600

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:	103
School address:	Brereton CE (VA) Primary School School Lane Brereton Green Sandbach Cheshire
Postcode:	CW11 1RN
Telephone number:	01477 532116
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Anne Norbury
Date of previous inspection:	February 2002

## CHARACTERISTICS OF THE SCHOOL

Brereton CE (VA) Primary School is situated in Brereton Green near Sandbach. The school serves a rural community characterised by predominantly privately owned properties. Pupils enter the reception class at the start of the school year in which they are five years of age. Most children have attended either the local playgroup or a nursery prior to entry to school. The socio economic circumstances of the school are favourable and pupils' attainment on entry to the school is currently above average. However, there is a variance in attainment on entry to school that reflects the nature of a small school and the differences between year groups of pupils. There has also been a large percentage of pupils who joined the school at a later time than in their reception year, and this also effects attainment in year groups overall. There are 103 pupils on roll of whom five pupils are from minority ethnic and cultural groups. However, no pupils are at an early stage of English language acquisition. No pupils are entitled to free school meals; this is well below the national average. There are 18 pupils on the school's list of pupils who have special educational needs, none of whom have a formal Statement of Special Educational Need. The school received an achievement award in 2002 and is currently involved in the Healthy School's initiative, plus local education authority projects on 'Learning to learn', inclusion and literacy and information and communication technology.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27281	Mrs E Linley	Lead inspector	English
			Art and design
			Geography
			History
			Music
			English as an additional language
14083	Mr A Anderson	Lay inspector	
30346	Mrs P Lowrie	Team inspector	Mathematics
			Science
			Information and communication technology
			Citizenship
			Design and technology
			Physical education
			Special educational needs
			Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective and inclusive school.** As a result of good teaching, pupils achieve well overall. Among the eleven year olds, standards of attainment are above national expectations overall but lower in writing and information and communication technology (ICT) than in reading, mathematics and science. The leadership and management of the school are good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in ICT in Years 5 and 6 are unsatisfactory.
- The quality of care is very good, but information from assessment is not used well enough to plan for the next stages of pupils' work
- Pupils with special educational needs, and those for whom English is not their first language, make good progress.
- Pupils have very good attitudes to learning; relationships are very good and children behave very well
- Standards in art and design are above expectations.

The school has developed well since its inspection in February 2002 when, after 13 months, it was judged to no longer require special measures. The school's commitment to raise standards was rewarded with a school achievement award in 2002 and standards in speaking and listening, reading, mathematics and science are now above average by the age of 11. Although there was a dip in standards in 2003, pupils' achievement was very good overall. Standards of writing are beginning to improve and pupils are in line to meet national expectations by the age of 11. Standards in ICT have improved in Years 1 to 4 and they now meet national expectations. Pupils achieve well in relation to their capability. Systems are in place to assess how well pupils are achieving and to track their progress. However, there has been unsatisfactory progress in the use of assessment, as information gained is not used effectively to plan for pupils' next steps in learning.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is good.** Attainment on entry is currently above average. Children make a very good start in reception and the majority are likely to exceed the goals that they are expected to reach by the end of this year. Pupils achieve well in relation to their capability and pupils in Year 2 are working at average levels in writing, mathematics and science and above average in reading, speaking and listening. Pupils make good progress in Years 3 to 6 and are achieving standards that are above national expectations in mathematics, science, reading, speaking and listening. In writing, standards achieved are average. Standards in ICT are improving and meet national expectations in Years 1 to 4 but are below expectations in Year 5 and 6. Standards achieved in art and design are above expectations throughout the school.

**Spiritual, moral, social and cultural development is good.** Pupils' different cultural backgrounds are celebrated well. The school has high expectations for pupils' conduct and promotes very good

relationships. Pupils have very good attitudes towards school and their behaviour is very good. Pupils enjoy school and attendance is above average.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching is good** overall throughout the school. Pupils with special educational needs and those who do not have English as their home language are taught and supported well. Throughout the school, teachers promote very good relationships with pupils and manage them very well. Teachers prepare a stimulating environment in which pupils' work is clearly valued. As a result, pupils are keen to learn and they have a clear understanding about their preferred style of learning and how this supports them in their work. Teachers use a satisfactory range of assessment strategies to track pupils' progress but the information is not used well enough to ensure that sufficient challenge is offered for all pupils and to help pupils' to better understand how they can improve. The school provides a satisfactory curriculum to develop learning academically and socially. The curriculum is enriched by a good range of activities and experiences. The school provides a very good level of care for the emotional and physical needs of its pupils. Information to parents is good and parents are supportive of the school. Links with the community and local beacon school are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school is good.** The leadership of the headteacher and deputy headteacher is very good. They have a clear vision for the future of the school that is shared with all staff. The overall management of the school is good. Monitoring and evaluation of the performance of staff and the quality of education have many good features but lack rigour in the analysis and use of assessment data. The governance of the school is good. The governors show a good understanding of the strengths and weaknesses of the school and they are fully committed to supporting the school to raise standards. With the exception of some omissions in the governors' report to parents, the governors carry out all their statutory requirements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents expressed positive views about the school and stated how much it had improved over recent years. Some parents had concerns about communication with school although they felt it was now improving. The inspection team judged that communication with parents overall is now good. Pupils have very positive views about the school. They speak enthusiastically about their teachers, friends, school trips and how much they enjoy learning.

## **IMPROVEMENTS NEEDED**

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

- Raise standards of attainment in writing and in ICT
- Ensure that activities planned for pupils reflect what is known about their prior attainment and what they need to learn next and that pupils are clear about how they can improve.

And, to meet statutory requirements:

- Ensure that the governors' report to parents meets requirements.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Standards achieved are good; pupils' achievement in relation to their capability is also good.

#### **Main strengths and weaknesses**

- Standards of attainment are above average in reading, speaking and listening throughout the school.
- Pupils in Year 6 achieve well overall and standards in mathematics and science are above average.
- Standards in writing are satisfactory overall, but not as high as they could be.
- In ICT, pupils in Years 1 to 4 make good progress and standards achieved are average; they are below average in Years 5 and 6.
- Standards in art and design are above expectations throughout the school.

#### **Commentary**

1 Most children who are currently in reception have entered school with above average attainment. Very good teaching helps children to make very good progress and the majority are likely to exceed the goals that they are expected to reach in the areas of learning by the end of their reception year. However, there is a variance in attainment on entry to school that reflects the nature of a small school and the differences between year groups of pupils. As a result, standards achieved by pupils are not consistently the same. Overall, however, by the age of 11, pupils have achieved well.

2 In English, pupils' standards are above average in speaking, listening and reading, and average in writing by the end of Year 2 and Year 6. This judgement is similar to that reported at the previous inspection. Most pupils achieve well overall, however, some pupils do not achieve as well as they could in writing because work is not consistently matched well enough to their capability. However, overall pupils achieve well. The school has worked hard to remove barriers to learning for boys and, as a result, there are no specific differences in achievement between girls and boys. Pupils who have special educational needs and those who have English as an additional language achieve well as a result of carefully planned support.

3 Pupils in Year 6 are attaining above the levels expected for their age in mathematics and in Year 2 standards are average. The difference reflects the fact that each year group is small and numbers in cohorts vary considerably, also in some year groups there are significant numbers of pupils who have special educational needs. Overall, achievement is good and is the result of good teaching throughout the school. Pupils with special educational needs and those for whom English is not their first language also achieve well.

4 In Years 1 and 2, standards in science are in line with national expectations. All pupils are fully included in lessons and achieve well in relation to their capability. By the end of Year 6, however, pupils are attaining standards that are above average and this reflects good achievement. This judgement shows improvement on that reported at the previous inspection.

5 In ICT, pupils throughout the school achieve well. Progress since the last inspection has been good and pupils in Years 1 to 4 achieve standards that meet national expectations. Standards in Years 5 and 6 are below average and this reflects the fact that their earlier learning occurred before the improvements made recently to the curriculum and resources.



6 Insufficient evidence was available to make secure judgements on standards in design and technology, physical education, music, history and geography. However, in art and design, pupils throughout the school achieve well and standards are above national expectations.

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

Standards in:	School results	National results
Reading	17.9 (16.3)	15.7 (15.8)
Writing	16.1 (14.6)	14.6 (14.4)
Mathematics	18.3 (17.1)	16.3 (16.5)

*There were 21 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	26.1 (29.7)	26.8 (27.0)
Mathematics	27.6 (28.3)	26.8 (26.7)
Science	30.1 (31.7)	28.6 (28.3)

*There were 21 pupils in the year group. Figures in brackets are for the previous year*

7 The school’s results in the national tests for 2003 showed that overall standards by the end of Year 2 were well above average in reading, writing and mathematics. When compared with similar schools, pupils’ performance was well above average in reading and in mathematics and above average in writing. From 2001 – 2003 girls outperformed boys in reading and writing. However, the school’s trend of improvement for all subjects over the last five years was above the national average. The 2003 national tests for pupils in Year 6 showed that overall standards in English were below the national average. Standards were above average in mathematics and well above average in science. In comparison with similar schools, and in relation to pupils’ prior attainment, standards were above average in English, well above average in mathematics and very high in science. The school’s trend of improvement for all subjects over the last five years was in line with the national average. However, the average achievement of boys and girls from 2001 – 2003 shows that girls in Year 6 have outperformed boys in English and science. The school has taken this matter very seriously and has put in place a range of strategies to remove barriers to learning for boys, particularly in English. As a result, no significant variation in the attainment of boys and girls was noted during the inspection.

**Pupils’ attitudes, values and other personal qualities**

Pupils have very good attitudes to school and to their learning and their behaviour in and around school is very good. Good opportunities exist for the personal development of pupils, which are enhanced by good provision for pupils’ spiritual, moral, social and cultural development. Attendance and punctuality are good.

**Main strengths and weaknesses**

- The school has high expectations of pupils’ conduct and promotes very good relationships.
- Pupils are taught how to take responsibility for their learning and all pupils are clearly valued.
- Pupils’ different cultural backgrounds are celebrated.

**Commentary**

8 The school provides a very good environment for learning where all pupils and their work are valued. As a result, pupils are keen to come to school and their attitudes to school are very

good. Many examples were seen in lessons where pupils were enjoying what they were doing and were behaving very well. Behaviour at all times of the school day, at lunchtime, play time and during assemblies is very good. Relationships between all members of the school community are very good and pupils respond very well to the guidance that adults give them. No unsociable or racist behaviour was seen during the inspection. The impact of these high quality relationships is that pupils understand the importance of taking care of their surroundings. Additionally the very positive relationships that exist in school play a significant factor in pupils learning well. Parents are very pleased with their children's attitudes to learning and their very good behaviour both in and out of school.

9 Pupils are encouraged to explore and take responsibility for their different learning styles and this is enhanced by the 'learning to learn' project in which the school is currently involved. Pupils' personal development is therefore promoted well. Many pupils show initiative and enjoy the opportunity to research and present their own topics; for example, in Years 5 and 6, where pupils' individual research has complemented their work in history and geography. Pupils are given the opportunity to take registers and to support in assemblies as monitors. Older junior pupils are voted on to the school council by the rest of the school. However, the council does not meet regularly and is currently underdeveloped as it does not involve all ages of pupils and does not support effectively pupils' understanding of citizenship. Nonetheless, pupils are proud of their school and they become even more self-assured as they get older.

10 Pupils with special educational needs and those for whom English is not their home language are fully included in lessons and the life of school. The school's involvement in the 'Inclusive classroom practice' research project has paid dividends and has seen a notable improvement in all pupils' attitudes and achievement.

11 Pupils' responses to the questionnaire were positive. Also, during the inspection, pupils shared very positive views about the school and spoke enthusiastically about their teachers, friends, school trips and how much they enjoyed learning.

**Attendance**

***Attendance in the latest complete reporting year (95.2%)***

Authorised absence		Unauthorised absence	
School data	4.6	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.*

12 Pupils enjoy coming to school and attendance is above the national average.

13 Pupils display a sense of securely belonging to their school community. This is evident in their willingness to talk about their school and the activities they enjoy. Shared experiences such as visits and residential trips consolidate a feeling of working together and provide good opportunities for pupils to be aware of each other's needs. Pupils' moral development is founded on partnership; all members of the school community having the right to speak and to be heard and all taking responsibility for their actions. As a result, pupils demonstrate clearly their understanding of what is right and wrong and show care and consideration for others. The school's ethos encourages harmony and interdependence. The development of self-awareness is fundamental to the spiritual development of all pupils and to the ethos of this church school. This is promoted through assemblies and through the curriculum; for example in art and design where the talent of artists and their work provide opportunities for pupils to be inspired and to be creative themselves. All pupils are valued for what they bring to the school community and pupils' cultures are shared and celebrated. For example, pupils from Sweden celebrated St Lucia day in school, an experience that was appreciated by pupils and parents alike.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14 The quality of education provided is good overall. Strengths include: teaching and learning, partnerships with parents and leadership and management. The curriculum provided is satisfactory, however the curriculum offered for pupils' personal, social, citizenship and health education is not currently accessible to all pupils throughout school.

### Teaching and learning

The quality of teaching is good overall. As a consequence, the quality of learning is also good. Overall, the quality of assessment of pupils' work is unsatisfactory.

### Main strengths and weaknesses

- Teaching of children in the Foundation Stage is very good.
- Teachers have high expectations of how pupils should behave and pupils rise to these challenges and achieve well.
- Teachers develop pupils' literacy, mathematics and ICT skills well across other subjects.
- The use of the information gained from assessments of pupils' work is not used effectively to plan for pupils' next steps in learning.
- Pupils do not understand well how they can improve their work.
- Pupils with special educational needs and those who do not have English as their home language are taught well.

### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	12	7	0	0	0

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

### Commentary

15 Teaching in the Foundation Stage is very good. The teacher is always well prepared and works very well with other adults in the classroom. The teacher and support staff have very good relationships with the children and manage them well. The provision offered to develop children's skills in all the areas of learning is very good.

16 Teachers rightly expect high standards of discipline and as a result it is rare for pupils to misbehave in lessons. The relationships between teachers and pupils are very good; pupils respond very well to this and as a result, classrooms are happy environments where pupils find it easy to learn and consistently try their best. Pupils enjoy receiving praise and encouragement for their efforts. Pupils' self-esteem and confidence are high because even if they answer a question incorrectly their contribution is valued. These strengths were noted at the time of the last inspection and have been maintained well. Parents appreciate the high quality of teaching in the school.

17 Although teaching through the school is good overall, areas for development were identified in some lessons. These included a fairly slow pace in some lessons that meant progress was not as fast as it should have been. Also, in some lessons, teachers do not build well enough on the existing knowledge of pupils to ensure that all pupils are sufficiently challenged. This is evident in the teaching of writing skills where pupils do not always achieve as well as they should because the task set for them by their teacher is not always carefully matched to their ability. Pupils' writing skills are not therefore consistently developed to ensure that standards in writing are raised. In most lessons, however, the teachers' good explanations and questioning promote thinking. Good opportunities are

presented for pupils to develop good speaking and listening skills and to develop technical language used in mathematics and science.

18 Teachers' planning is good overall, and good links are made between subjects. Pupils are given opportunities to apply their knowledge, skills and understanding, and to realise that learning in one subject is not an isolated experience. This was a good feature of ICT lessons where links were well made with, for example, literacy and geography. Teachers plan work effectively for pupils with special educational needs and those for whom English is an additional language. The targets on most individual education plans are appropriate; however, for a minority of pupils, they are too broad and do not offer small enough steps against which pupils' progress can be measured effectively. However, pupils' progress is carefully monitored by class teachers and the special educational needs co-ordinator and this supports pupils well in their learning.

19 The school has recently implemented a range of assessment procedures and these are satisfactory overall. However, the information gained from assessments is not used consistently to ensure that teachers plan work that reflects what is known about pupils' prior learning and is clearly linked to what they need to learn next. This was a key issue at the time at the last inspection, and overall progress has been unsatisfactory. Furthermore, while teachers' marking is encouraging and positive it does not provide pupils with a better understanding as to how they can improve their work. Assessments procedures and their use in the Foundation Stage are good. As a result, pupils with additional educational needs are identified and their individual needs are met well in the teacher's planning.

## **The curriculum**

Provision is satisfactory. The school makes sure that all pupils, whatever their abilities, receive a balanced curriculum that meets statutory requirements. This is enhanced by a good range of opportunities that develop learning both academically and socially. The good accommodation and satisfactory resources are used effectively to meet the needs of pupils.

## **Main strengths and weaknesses**

- Good progress has been made to improve the ICT curriculum.
- Pupils with special educational needs and those for whom English is an additional language receive a good quality curriculum.
- The curriculum is enriched by good use of educational visits, visitors to school and the local community.
- The curriculum provided in the Foundation Stage is good.
- There is satisfactory provision for the development of personal, social and health education, however, it is not consistent through the school.

## **Commentary**

20 The children in the reception class benefit from a good range of learning opportunities that develops their knowledge and understanding well across all the recommended areas of learning. Children take part in a wide range of planned activities and experiences, which gives them a positive start to their education.

21 The school provides for all the subjects of the National Curriculum, including provision for religious education and collective worship. It also offers a wide range of learning opportunities to ensure that pupils achieve well. Teachers' planning ensures, where appropriate, that links are made between subjects, for example, there are good links with art and design, history, and ICT work. Positive links are also made with other subjects to develop pupils' literacy and numeracy skills. Good progress has been made since the last inspection in the ICT curriculum that is offered to pupils, at which time it was judged to be too narrow. Since then the school has been involved in the 'Learning to Learn' initiative and this has promoted the use of ICT as a positive tool to aid learning. The ICT curriculum is now much improved, and as a result standards have improved.

22 The school is involved in the 'Healthy Schools' project and meets its requirements to provide for a sex and relationships education and drugs awareness. It has identified, however, the need to further develop a personal, social and health education programme (PSHE). Pupils in Years 3 and 4 were observed during a PSHE lesson, but from conversations with Year 5 and 6 pupils such lessons are not a consistent feature of the curriculum. The school is however, an inclusive school and fully values and provides for all pupils with special educational needs, and those for whom English is an additional language. This provision is good and is valued by parents. Positive links are also established with local schools and so pupils make a smooth transition to the next stage of their education.

23 The school offers a wide range of extra curricular activities to support pupils' learning in ICT, yoga, French, sporting and musical activities. Pupils enjoy the activities that the school provides. Positive links have been established within the locality to support the school, for example, with the local leisure complex in the provision of the 'Fit Club'. The school also seeks to enrich the curriculum by the use of visits to places of interest, for example, the church, museums, theatre and walks in the locality, all of which help to develop enquiry, geographical skills, and cultural interest. These activities are planned to make learning practical and purposeful, and support the school's commitment to meeting individual learning styles. Visitors are invited into school to talk and work with the children, and this creates a further dimension to their learning.

24 The school is committed to the Primary National Strategy's emphasis on 'excellence and enjoyment' and so the curriculum is further enriched by focused events for specific subjects. An example of this was the recent 'Arts Week' that resulted in pupils producing a range of good quality work of a high standard. This was highly valued by the school community and work produced was well displayed throughout the school. This enrichment makes a positive contribution to pupils' spiritual, moral, social and cultural development.

25 There are sufficient qualified teaching and support staff to meet the needs of pupils. Accommodation is good overall and resources to support teaching and learning are satisfactory; although there are strengths in some subjects, such as in art and design, science and in the Foundation Stage where resources are good.

### **Care, guidance and support**

The school provides a high level of care for the emotional and physical needs of its pupils. The provision of support and guidance for pupils is good and the school values pupils' views and acts upon them effectively.

### **Main strengths and weaknesses**

- The very good procedures for child protection and all aspects of health and safety are effective.
- The use of assessment data to support pupils' learning is underdeveloped.
- The high level of care provided is underpinned by the very good relationships that exist in the school.

### **Commentary**

26 Parents believe that the school takes good care of their children. The high quality provision seen at the time of the last inspection has been maintained.

27 The school takes its responsibilities for health and safety very seriously. The school maintains appropriate records for first aid, fire drills, accident recording and emergency contact. The governing body works well with the site manager to identify and record any required work following regular health and safety inspections. Very good efforts have been made with the outside play area to ensure that all the equipment meets safety requirements.

28 All adults who work in the school provide a good level of support to all pupils. The staff promote a strong family atmosphere that is evident throughout the day, in lessons, at dinnertime and in the playground; the welfare of pupils is clearly at the heart of its daily work. As a result, pupils care for and help each other, for example, older pupils help younger children at lunchtime with their plates and with clearing away.

29 Child protection procedures are effective and pupils are happy in school. New pupils settle quickly into classes, and the new reception children benefit from good induction procedures. Parents agree that their children settle well into school and are happy.

30 There is a good level of provision for the support, advice and guidance for pupils with special educational needs and those with English as an additional language. This is based on the very good knowledge that staff have of pupils and the trusting relationships that exist between children and adults within the school community. Very good links are established with outside agencies so that appropriate support can be provided for those pupils with particular needs. Pupils' achievements are tracked satisfactorily as they move through the school, however, the school is aware that more could be done to improve the use of assessment data to support pupils' learning further.

### **Partnership with parents, other schools and the community**

The school has developed strong links with its parents and the community. There are good links with other schools. There has been improvement in this aspect of school life since the last inspection.

### **Main strengths and weaknesses**

- Information to parents, including reports on pupils' progress, is good.
- The good links with the community help to extend pupils' learning and experience.
- The parent teacher association is very effective.

### **Commentary**

31 Parents have very positive views about the school. Those parents who responded to the questionnaire, attended the meeting or were spoken to in school had very positive views overall about all aspects of school life. Parents hold the school in very high esteem. Parents are very supportive of the events and activities run by the hard working Friends of the School (parent teacher association). These events raise almost £3000 each year for additional resources.

32 The quality of information provided for parents is now good. There has been an improvement in this aspect of school life since the last inspection. All the parents who responded to the questionnaire thought that they were well informed about the progress of their children. A weekly newsletter informs parents of events that are taking place in school and parents are invited to the weekly 'Achievement Assembly' and other regular activities in school. In addition, pupils have reading and homework diaries, and there are good arrangements for the induction of new pupils to the school. Both parents and teachers make good use of the time immediately before school to discuss any areas of concern or celebration.

33 The prospectus is written in a friendly style and paints a good picture of the school's aims and procedures. Parents are happy that staff are approachable and that they can talk to them informally at the start and end of the day. Good use is made of parent helpers who are welcomed into school to help support a variety of activities and out of school visits. In addition, the school provides regular opportunities for parents to discuss pupils' progress, and written reports are provided and discussed at the end of each year. This all helps to promote the good partnership with parents, which supports pupils' life in school.

34 Community links and, particularly, links with the church, are strong. Links with local schools are good, especially those with the local Beacon School. There is involvement with partnership schools in a number of initiatives such as 'Learning to Learn' and 'Bringing Out the Best in Boys', as well as joint pupil and teacher workshops. Further links are established with local youth groups such as Brownies and Scouts, and good use is made of the school facilities to support such groups. Pupils enjoy visits to a variety of historical and cultural sites, and effective use is made of visitors to school such as local artists. Positive links exist with the local secondary schools to which pupils transfer at the age of 11. This helps pupils make a smooth transition to the next stage of their education.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The leadership of the headteacher and deputy headteacher is very good. The management of the school is good. The governance of the school is good. The leadership and management of the school has worked effectively to remove barriers to boys' learning in English.

### **Main strengths and weaknesses**

- The high quality leadership provided by the headteacher and deputy headteacher.
- The governors' understanding of the strengths and weaknesses of the school and their involvement in the life of the school.
- Monitoring and evaluation of the performance of staff and the quality of education are effective overall but it is not sufficiently rigorous in the analysis and use of assessment data to support teaching and learning.
- The management of special educational needs is good.

### **Commentary**

35 The headteacher provides very good leadership. She has a clear vision for the future that is shared effectively with all staff. The deputy headteacher also provides very good leadership and together they are well supported by the staff who work hard to raise standards. Priorities for action are identified through the school improvement plan and reflect where appropriate, barriers and aids to achievement; for example, in respect to boys' writing and progress towards meeting this priority is good. The plan is shared with parents through meetings of the 'school improvement committee' during which there is regular review of the performance of the school.

36 The governors show a good understanding of the strengths and weaknesses of the school. They are fully involved in school planning and have frank and challenging discussions with the headteacher and staff. For example, following a 'learning walk' around the school, governors fed back to the headteacher and staff during a staff meeting on their observations and ideas for improvement. The governors have considered and agreed the school's Race Relations policy and monitor carefully its implementation. With the exception of some omissions in the governors' report to parents, the governors carry out all their statutory requirements.

37 The overall management of the school is good. The roles of subject co-ordinators have been developed and improved. The headteacher carries out observations to monitor and develop teaching and learning. She is supported well by co-ordinators during allocated non-contact time with lesson observations and scrutiny of teachers' planning. Some scrutiny of pupils' work takes place, however, the analysis and the use of assessment data to support teaching and learning further is not used sufficiently well. The special educational needs co-ordinator works well with the named special educational needs governor and the management of special educational needs is good; policies to support special educational needs and race equality are appropriate.

38 Professional development is linked well to the needs of the individual teacher and to the needs of the school. This is demonstrated in the school's involvement in initiatives such as

'Learning to Learn' and 'Inclusive classroom practice' where both the teachers involved and the school have benefited from the outcomes.

39 Clear lines of communication and effective practice and procedures ensure that performance management for teachers and support staff is worthwhile and meaningful. Staff value the process and view it as a positive contribution to their professional development.



## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	330,145.20	Balance from previous year	£-1706.00
Total expenditure	316,968.00	Balance carried forward to the next	£7174.00
Expenditure per pupil	2,990.26		

40 Financial administration is efficiently carried out on a daily basis. The administrative assistant works efficiently and provides good support for the headteacher and other teachers that allows them to concentrate on their managerial and teaching roles. The governors have a good overview of all budgetary matters and are well led by the chair of finance in this role. The principles of best value are applied and are fully used to inform all management decisions. The school has not received an audit report since 1996 and currently have no knowledge of recommendations made at this time; the school is, however, pursuing this matter with urgency. The school provides satisfactory value for money.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

41 There are 19 children of reception age and provision for their needs within the context of a small school, is very good. There is an appropriate induction period, which thoughtfully introduces the children to their teacher and new classmates. This enables the children to become familiar with the school setting before they begin to attend the reception class.

42 Because of very good relationships and very good teaching, the work seen over a short time in school shows that children's attainment is above the expected level in personal, social, emotional and mathematical development and in communication, language and literacy. In knowledge and understanding of the world, physical and creative development there is insufficient evidence to make firm overall judgements on standards, teaching, learning or achievement. All pupils are viewed as individuals and their individual learning needs are identified and provided for, they all have equal opportunity to learn as well as they can.

43 The teacher provides a well-planned and appropriate curriculum matched to the needs of reception-aged children. There is a clear sense of direction for the development of the Foundation Stage and this is shared with support staff. There are detailed termly plans identifying learning outcomes, teaching activities, resources needed, and assessment opportunities for each of the areas of learning. Pupils with additional educational needs are identified through baseline assessments, and meeting their individual needs is taken into account in the teacher's planning. The reception age children benefit from very good support from the teaching assistant and this increases their confidence and helps them to settle quickly into school routines. Overall, learning is very good and children achieve well because the teaching is very good. The staff team work very well together and provide the children with interesting and engaging activities, which they are allowed to explore and reflect upon. The children benefit from a range of first-hand experiences which are successfully linked to prior learning and which challenge the children to think for themselves.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children exceed the expected standards in this area of learning.
- Children play and work together well.
- Children behave very well in a range of different situations.

#### **Commentary**

44 The children's achievement reflects skilful teaching where they are constantly encouraged to feel confident about what they can do. Children play and work together well. They are considerate towards each other and show respect. The children are enthusiastic about their learning, listening well, taking turns and sharing equipment sensibly. An example of this was when they organised themselves as they played at being a 'policemen', after the visit of the real policeman, who came to talk to them about his job. They helped each other to put on uniforms and attached handcuffs and other equipment to the belts. The adults provide good role models for the children, always treating each other and the children with courtesy and respect. The reception children behave very well in a range of situations, for example, in assemblies, whole class work, in small groups, pairs, on their own and in the playground. They have very good relationships with adults and other children in their class. All children benefit from the family atmosphere and this makes a very valuable contribution to standards achieved in this area of learning.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Good opportunities are provided for children to share and read books.
- Speaking and listening skills are developed well.

### Commentary

45 The children enjoy listening to stories and readily share books with each other and with adults. The teacher uses effective questioning to enable the children to talk and share their ideas. The reception children are appropriately involved in literacy sessions, with well-planned follow up activities to match their learning needs. They particularly enjoy visits to the ICT suite and reading big books with the aid of the interactive whiteboard. There are good opportunities to practise speaking, listening, reading and writing in a range of situations and for different purposes. Books are well displayed and easily accessible. The children listen carefully to both the teacher and each other. They ask questions and offer their ideas confidently. This was seen when the children asked questions of the policeman who came to talk to them about his motorbike and if he had caught any burglars! The reception children recognise familiar words, retell and sequence stories, and can talk about the different characters. Most children can identify the initial sound in words they use frequently, and can recognise familiar key words. The majority of reception age children control a pencil to form recognisable letters to write their own name. Appropriate computer software programs are effectively used to aid children's learning in literacy. The reception children's learning is well supported in this area by good intervention from both the teacher and the classroom assistant.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children use and understand simple mathematical language well.
- Most pupils can count and order numbers to 10.
- Children are developing an understanding of how to be problem solvers and thinkers.

### Commentary

46 The reception children are appropriately involved in mathematical activities. There are well-planned follow up activities to match their learning needs, which ensure that they work purposefully. Children use and understand simple mathematical language with confidence. This was evident when a group of children were working with the interactive whiteboard using a program about shape. They used directions such as, "behind the brown rectangle," and "in front and at the bottom". Children are developing their knowledge of shapes. For example, in one lesson the children accurately matched and coloured shapes. They can name simple two-dimensional shapes such as squares, triangles and circles. The teacher makes good use of the correct technical and mathematical language, and the classroom assistant is well briefed to help children in their learning. Most pupils can count and order numbers to ten reliably. The children generally make good attempts to write and form numbers to five correctly, and some reception age children can recognise and write numbers beyond this. The teacher and classroom assistant challenge the children well, encouraging them to use their growing understanding of how to be problem solvers and thinkers.

47 In **knowledge and understanding of the world** children make a good start for the later subjects of science, history, geography and ICT. They find out about their immediate environment

and good use is made of the outdoor areas surrounding the school. They build on their previous knowledge and are confident in their investigations. They enjoy looking at displays in the classroom and around the school. Most children ask relevant “what” and “why” questions to find out more. They enjoy role-play in the garage and discuss how to change a tyre. They also ‘role-play’ in the fruit shop and the police station, using their real life experiences to support their play. They enjoy looking after the rabbit and know what rabbits like to eat. The teacher’s planning shows well linked activities which promote children’s learning in this area. Most children use the computer confidently and there are many opportunities for reception age children to use the computers independently. Most children can control the mouse, click and drag, and recognise most letters on the keyboard.

48 Children are given many opportunities in **physical development**. There is good use made of the well-resourced outdoor environment, which enables children to make good progress in developing their physical skills. Reception age children show good control of tools such as pencils and scissors and use them safely. They used ‘Play Doh’ to make shapes rolling, cutting and pressing patterns into the dough. During a short outdoor play session, children were observed running and throwing balls and rubber rings. Most children show good co-ordination and balance; they have an awareness of the space around them and some children can throw and catch accurately.

49 In **creative development** the children have opportunities to experiment with different types of paint, crayons, and felt pens. Their displayed work shows a developing knowledge of colour, texture and shape. A variety of construction kits, bricks and blocks is available and children have the opportunity to design and make models with their friends and on their own. Opportunities for music are shown in teachers’ planning and a range of untuned percussion instruments is available in school. The children enjoy singing simple songs from memory. There are opportunities for imaginative play such as role-play, ‘small world’, dressing up and drama. The reception children have good access to all these activities.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in reading and speaking and listening are good throughout the school.
- Standards achieved in writing are average but not high enough.
- All teachers use effective means of developing pupils' vocabulary to improve speaking skills.
- Teachers do not use assessments of pupils' attainment consistently to plan work that always challenges pupils in their learning.
- Teachers have initiated positive methods to motivate underachieving boys.
- Pupils with special educational needs, and those for whom English is not their home language, achieve well because of the good support that is provided to help them.

#### Commentary

50 Standards achieved by pupils in Year 2 and Year 6 are above average in reading, speaking and listening and average in writing. Standards are similar to those reported at the last inspection.

51 Throughout the school high standards in reading, speaking and listening are evident and pupils achieve well. All pupils are articulate speakers. Teachers use effective questioning skills to promote pupils' thinking and develop language. In discussion, they convey their thoughts clearly and use a good range of vocabulary to support their views. Pupils also listen well to each other; they show interest and respect for others' points of view.

52 Pupils throughout school read fluently and accurately. Younger pupils are confident readers. They read with enthusiasm and expression and can 'sound' letter blends well to help them to read words that are unfamiliar to them. Younger pupils for whom English is not their home language achieve well. They have a keen interest in a range of texts and talk well about books such as 'Harry Potter'. Older pupils are able readers who read for pleasure. Pupils have good comprehension skills. They can read 'between the lines' effectively and know what an author is inferring by the language used in relation to a plot or sequence of events.

53 Pupils' skills in writing are developing at a slower pace. Younger pupils write in sentences, and generally use capital letters and full stops correctly. They try hard to use 'interesting' vocabulary in their stories, for example, 'the extremely dark forest is very spooky because of the bark on the trees'. Their joined up writing is generally well formed and well presented, but often the spelling of words is inaccurate, such as 'dafils' for daffodils and 'smock' for smoke. Teachers use positive strategies to develop older pupils' use of language. For example, in a Year 3 and 4 lesson, pupils provided a good range of descriptive language on the characters in 'Boewulf and Grendel', such as 'courageous', 'monstrous' and 'handsome'. Similarly, the use of drama as a stimulus to promote writing is having a positive result in motivating boys who might potentially underachieve. As a result, a better use of written language is beginning to enliven pupils' work. For example, in Year 6, following a drama lesson on the poem 'The Listeners' by Walter de la Mare, pupils wrote well: 'As he walked in he met silence, his boldness had been blown away'. However, pupils do not always achieve as well as they should in writing because the task set for them by their teacher is not always carefully matched to their ability. Pupils' writing skills are not, therefore, consistently developed to ensure that standards in writing are raised.

54 The quality of teaching is good overall. Teachers' explanations and questions are clearly expressed and promote the development of pupils' literacy skills well. Teachers are aware of pupils' different learning styles and use a good range of strategies to develop pupils' literacy skills. Pupils' work is assessed satisfactorily and their progress is tracked as they move through the school.

Teachers do not, however, consistently use these assessments to inform their planning. As a result, pupils are not always challenged appropriately in lessons and do not always achieve the standards of which they are capable. Pupils' written work is marked regularly and comments made by teachers are very supportive of pupils' efforts. However, marking does not consistently provide pupils with the understanding of how they could improve their work. Relationships between all staff and pupils are very good and this promotes a very positive environment where pupils are keen to learn. Teachers have high expectations of pupils' efforts and behaviour and, as a result, they are very responsive.

55 Pupils with special educational needs, and those for whom English is not their first language, achieve well. This is because of the good support that is provided for pupils and reflects the school's commitment to inclusion. In respect to the assessment of pupils' work, however, the individual educational plans for some pupils are too broad and do not always have small enough steps against which pupils' progress can be measured accurately.

56 Leadership and management of the subject are good. The co-ordinator has a clear understanding of what the standards of achievement are in English in the school. Action has been taken to improve boys' achievement, for example, in the purchase of specific resources, such as the 'Wild Cat' series of books. The co-ordinator monitors and evaluates planning, teaching and learning and pupils' work. As a result, she has a good awareness of where improvements are needed.

### **Language and literacy across the curriculum**

57 The development of pupils' language and literacy skills through the curriculum is effective overall. In Years 1 to 6 teachers find effective ways to encourage speaking and listening and pupils achieve well. For example, in a Year 3 and 4 PSHE lessons pupils were encouraged to explore through discussion people's different life styles. This was effectively linked to a geography topic and the study of an Indian village, Chembakolli. Opportunities for pupils to use their reading skills are used well, for example, in research for information through the Internet. Similarly, literacy skills are developed through ICT lessons where pupils have the opportunity to record their writing and to improve their word processing skills. In science and mathematics, the emphasis on using key vocabulary extends pupils' language skills. Older pupils also have the opportunity to develop their writing skills through independent research topics on a geographical or historical theme.

### **MATHEMATICS**

The provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- Pupils have very good attitudes to mathematics.
- Computers are used to enhance pupils' learning in mathematics.
- Teachers' marking is inconsistent and pupils are not always aware of how well they are achieving and what they must do next to improve further.

#### **Commentary**

58 Standards achieved in Year 6 are above average and this represents good achievement and demonstrates that the high standards found at the time of the last inspection have been maintained. Standards achieved by pupils in Year 2 are in line with the levels expected for their age and of their ability. This variation in standards reflects the differences between year groups where numbers of pupils vary considerably; also, where in some year groups, there are large groups of pupils who have special educational needs.

59 Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based mathematical activities. They learn to count, add and subtract with

increasing accuracy. In Year 2, pupils compare two digit numbers and can say which is more or less and give a number that lies between them. They are beginning to understand the place value of each digit in a number and can use their knowledge to order numbers to 100. They can identify and name a range of two and three-dimensional shapes and know the number of sides and corners of each shape. In Year 6, pupils identify acute, obtuse and reflex angles and accurately estimate the measurement of the angle. They demonstrate a clear understanding of how to measure these angles using a protractor. Pupils work well both collaboratively and when solving problems individually.

60 Overall, achievement is good and this is the result of good teaching and learning throughout the school. Teachers' planning shows that lessons are well structured; they usually begin with a review of the previous lesson so that pupils build on what they already know. Learning targets are shared with pupils so that they are aware of what they are supposed to do by the end of the lesson. However, teachers' marking is inconsistent and pupils are not always aware of how well they are achieving and what they must do next to improve further.

61 Leadership and management of the subject are good. Discussions with the co-ordinator show that teachers work closely together and frequently discuss and monitor pupils' progress in the subject. There has been an analysis of test results to find out which areas of mathematics need improving. As a result, lower attaining pupils, including those with special educational needs, receive good support from the class teachers and classroom assistants. The co-ordinator monitors teachers' planning and the information gained has been used to guide future school developments. Guidance for teachers follows the National Numeracy Strategy closely.

### **Mathematics across the curriculum**

62 Mathematics is used well in a variety of ways across the curriculum, for example, pupils compile databases in science, draw plans in geography and collect data in a variety of subjects. The use of computers to aid pupils' mathematical skills is improving through the wide range of software programs that are used.

### **SCIENCE**

The provision in science is **good**.

#### **Main strengths and weaknesses**

- There are a good range of resources to support good teaching and learning.
- The school has improved pupils' standards in science since the last inspection.
- The use of assessment data is not as yet consistent through the school.
- Good links are made to enhance pupils' literacy and numeracy skills.

#### **Commentary**

63 Standards in science have improved since the last inspection. This is as a result of good teaching and learning supported by good leadership and management of the subject. Pupils' attainment in science in Year 6 is above that expected nationally. Standards of pupils in Year 2 are in line with the levels expected for their age. Pupils, including those with special educational needs, make good progress in their knowledge, skills and understanding of scientific processes. This is because the curriculum is followed closely and good use is made of the available resources. For example, pupils in Year 2 constructed simple databases as they classified the different characteristics of plants and animals. They devise appropriate scientific questions such as "does it have petals?" and use computer software to record their results. Year 6 pupils demonstrated a good knowledge of sound and how it travels, as they worked through a revision lesson. Pupils use their skills in ICT well during work in science. For example, they recorded their results to show the effects

of 'up thrust' in gravity when an object is submerged in water, by using photographic evidence that is imported into the record of their investigation.

64 Teaching and learning are good overall. Teachers have secure knowledge of the subject and they have clear targets for lessons that are shared effectively with pupils. A further strength of the work in science is its contribution to the key skills of literacy and numeracy. The emphasis on using key vocabulary extends pupils' language skills well. For example, pupils in Year 4 confidently used the correct terminology when carrying out an investigation to find out about voltage. Pupils' work shows the investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data.

65 Leadership and management of the subject are good overall. Improvements have been made to the procedures for assessing pupils' work but as yet they are not used consistently to inform teachers' planning. However, the results of teacher assessments have shown that there is no significant variation noted in the attainment of boys and girls.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching and learning are good and pupils' attainment has been improved since the last inspection.
- Standards are average in Years 1 to 4 and are below average in Years 5 and 6.
- Pupils in Years 5 and 6 use computers confidently to find information on the Internet.
- There is a good improvement plan to develop the use of computers in school.

### **Commentary**

66 Pupils' attainment by the end of Year 2 in ICT is in line with the levels expected for their age. Pupils in Year 6 are attaining levels below that expected nationally. This demonstrates good progress overall since the last inspection, when standards throughout the school were below average and the curriculum offered in ICT was too narrow. Since then the school has worked hard to improve provision and resources and as a result standards are improving.

67 Pupils, including those with special educational needs, make satisfactory progress in their knowledge and skills, when they work on computers. Teaching and learning are good overall, and many pupils use computers confidently. Positive links are made between subjects; for example, pupils in Year 6 improved their knowledge of 'Mountains' when carrying out research on the Internet. Pupils can explain how to log on and open a program, save their work to their folder on the hard drive; they know how to print and how to log off. Teachers make good use of the interactive whiteboard to enhance pupils' understanding, and pupils also use this resource confidently.

68 Pupils in Years 1 to 4 have made good progress in the development of their ICT skills; this is because of the improved curriculum to which they now have access. For example, following a Year 2 English lesson when pupils watched a 'PowerPoint' presentation about elephants, they were able to complete captions about elephants and produce an information leaflet on the computer. Older pupils used a software program to record a 'voice over' as they read out the information they had written. This type of work enhances their language skills and improves their ICT knowledge and skills, however, standards remain below average in Year 5 and 6.

69 The leadership and management of the subject are good because there is clear guidance for the subject and teachers are following a clear improvement plan. This plan shows the detailed improvement intended and highlights the increased use of ICT in other subjects as an area for continued development. The need for extra resources has also been identified together with additional staff training.



## Information and communication technology across the curriculum

70 The school is making good progress overall in developing the use of ICT across the curriculum. For example, in humanities Year 4 pupils produce information posters about the Vikings and about Hurricanes. Pupils in Year 1 use an art and design program and in Year 2, pupils develop their word processing skills to record their work in English; while pupils in Year 5 and Year 6 use search engines to find information on the Internet for their work in geography. However, the time given to ICT varies across the school because access to the computers is limited to those in the computer suite, and computers are not used consistently in the classrooms.

## HUMANITIES

71 There is insufficient evidence to make secure judgements in **history** and **geography**. No lessons were observed during the inspection. However, in ICT lessons, positive links were made to topics that were being studied in geography.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72 There is insufficient evidence to make secure judgements on provision in design and technology, music and physical education as insufficient lessons were observed during the inspection and so these subjects have been sampled.

73 There is insufficient evidence to make secure judgements in **design and technology** as no lessons were seen during the inspection. However, there was some evidence of pupils' work on display in the corridor and classrooms. Pupils in Year 5 and Year 6 had used appropriate tools and materials to design and make a variety of models. An example of this was the display of caravans and camper vans in one of the corridors.

74 Similarly there is insufficient evidence to make secure judgements in **music**. During the inspection one lesson was observed in an infant class and a discussion took place with older juniors about their views on music lessons. Pupils showed that they have good attitudes towards learning. In a Year 1 and Year 2 music lesson, pupils worked well together to compose sounds that represented their room in the 'scarey house'. They enjoyed performing as a class to accompany their teacher as she read the 'Hairy Scarey Castle'. Older juniors talked about their opportunities to listen to a range of music in lessons. They particularly enjoyed opportunities to use keyboards and had enjoyed using 'body percussion' to music from 'Queen'.

75 There is insufficient evidence to make secure judgements on provision in **physical education**. During the inspection two lessons were observed. From these lessons pupils demonstrated that they enjoy physical education. Pupils in Year 1 and Year 2 responded well to the teacher. They showed good awareness of space around themselves and others as they moved into different shapes and held a balance. The children were confident and concentrated well to achieve the more difficult movements they were asked to perform. Pupils in Year 6 worked well in pairs to explore and refine a range of balances incorporating a bench or table. They showed an awareness of safety issues and of their capabilities, and worked hard to achieve their best.

## ART AND DESIGN

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

### Main strengths and weaknesses

- Pupils achieve high standards throughout the school.
- Pupils' work is valued and art and design displays contribute greatly to the positive learning environment that is created.

- Pupils enjoy art and design lessons.
- Leadership and management are good.

## Commentary

76 Pupils attain standards that are above the national expectation at the end of Year 2 and Year 6. No judgement was made at the last inspection. The school provides a well-balanced curriculum

77 Very good teaching in a Year 1 and 2 lesson included direct teaching of skills and techniques to enable pupils to draw well. Pupils used a viewfinder effectively to focus on a particular aspect of their chosen landscape or portrait. As a result of the high quality teaching, pupils made very good progress in the lesson. They worked independently and demonstrated good knowledge and understanding of the different types of pencil that might be used, for example, B2 and B5, to create effect through shading.

78 Displayed work throughout the school shows a high standard of achievement in art and design. The youngest pupils' work on the 'Rainbow Fish' shows that their paint mixing skills are well developed. Older infant pupils have produced high quality abstract pieces based on the work 'Swinging' by the artist Kadinsky. The effective use of pastels and mosaic shapes provides evidence of effective colour blending and design. In ICT, pupils in Year 2 use the program 'Colour Magic' effectively to create a picture in the style of Matisse, 'The Snail'. Pupils in Year 3 and Year 4 have produced high quality 'batik' to support their work on India. The colourful designs of elephants are of a high quality. In discussion with pupils in Year 5 and Year 6, they emphasised strongly their enjoyment of the subject. They appreciated having the opportunity to use, for example, oil pastels to produce pictures of plants, having been inspired by the work of Vincent Van Gogh.

79 Leadership and management of art and design are good. The deputy headteacher, who is the co-ordinator for art and design, has a good overview of the curriculum provided and she is well supported in her work by colleagues in school. Much is done to enrich the curriculum through the work of local artists, such as Helen West, and by organising events such as the arts week. Also, by using the facilities of the local gallery to 'fire' clay work that is produced by pupils. In this way the subject contributes well to pupils' spiritual and cultural development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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