

# INSPECTION REPORT

## LINTHURST FIRST SCHOOL

Bromsgrove

LEA area: Worcestershire

Unique reference number: 116665

Headteacher: Mr C R Morris

Lead inspector: Derek G Watts

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> March 2004

Inspection number: 255630

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4–9 years
Gender of pupils:	Mixed
Number on roll:	84
School address:	St Catherine's Road Blackwell Bromsgrove Worcestershire
Postcode:	B60 1BN
Telephone number:	0121 4451622
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Appropriate authority:	The Governing Body
Name of chair of governors:	Lesley Penfold
Date of previous inspection:	25 <sup>th</sup> February 2002

## CHARACTERISTICS OF THE SCHOOL

Linthurst First School provides education for pupils aged between four and nine. At the time of the inspection, there were 84 pupils on roll, including 11 full-time children in reception. The school is smaller than average and numbers are projected to fall further during the next few years. Most pupils are of white British origin with a few from other white or mixed backgrounds. Very few pupils have English as an additional language. The proportion of pupils who have special educational needs is just above the national average and the proportion of pupils with a Statement of Special Educational Needs is broadly average. The school's socio-economic circumstances are above average and the proportion of pupils eligible for free school meals is below average. Children's attainment on entry to reception varies between average and above average, but is broadly average this year. The number of pupils joining and leaving other than at the usual times is below average. The school received a 'School Achievement Award' in 2001 and 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	Foundation Stage Mathematics Science Information and communication technology Design and technology
13395	Jo Illingworth	Lay inspector	
20767	Jeremy Royle	Team inspector	Special educational needs English as an additional language English Art and design Geography History Music Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The effectiveness of Linthurst First School is sound and it provides satisfactory value for money.** Attainment on entry to the reception class varies between average and above average, but is broadly average this year. Most pupils are achieving well because of the good teaching they receive, but standards are higher in English, mathematics and science than in the other subjects inspected. The leadership and management of the school are satisfactory.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science in Year 2 and well above average in Year 4.
- Provision for children in reception is very good and children have a very good start to school.
- Teaching is good overall and most pupils are achieving well.
- Pupils have positive attitudes to learning and behaviour is good.
- Pupils have insufficient opportunities to acquire and apply information and communication technology (ICT) skills.
- Provision for pupils with special educational needs is good.
- The school offers a good range of extra-curricular activities.
- Subjects other than English, mathematics and science are less well developed.

The school was last inspected in February 2002 and was reported to be an underachieving school. This was because pupils in Years 3 and 4 were not attaining the standards of which they were capable. Teaching in these year groups was satisfactory overall, with some unsatisfactory teaching. The leadership of the school was not effective enough in addressing these weaknesses. Since the last inspection, the leadership by the headteacher has been more focused on raising achievement and the deputy headteacher, local education authority and governors have provided good support. Teaching has improved in Year 3 to good, with the teaching in Year 4 being satisfactory overall. Pupils in the current Year 4 are maintaining the well above average standards in English, mathematics and science they attained in Year 2. The development of other subjects has been less effective. Overall, the school has made good improvements since the last inspection and the school is no longer causing concern.

### STANDARDS ACHIEVED

**Overall, pupils are achieving well.** Attainment on entry to the reception class varies between average and above average. The attainment on entry for the current reception class is broadly average. Children are achieving very well in reception and most should reach the expected Early Learning Goals by the end of reception. A few children will easily exceed these.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	C	A*	A*	A*
Writing	C	A	A	B
Mathematics	A	A	A*	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the 2003 National Curriculum tests for Year 2, the school's results were well above the national average in reading, writing and mathematics. Results in reading and mathematics were very high and in the top five per cent of schools nationally. In the current Year 2, standards are above average in reading, writing, mathematics and science. The current year group has a higher than usual

proportion of pupils with special educational needs and so standards are lower than the last two years' test results. Achievement is good overall in Years 1-2, and satisfactory in Years 3-4. Standards in the current Year 4 are well above average in English, mathematics and science. Pupils are maintaining the high standards they attained in Year 2, and are achieving satisfactorily in English and well in mathematics and science. Standards are broadly average in Years 2 and 4 in ICT and religious education. Pupils are achieving satisfactorily as the curriculum is not as well developed in these subjects. Pupils with special educational needs and those with English as an additional language receive good support and they achieve well.

**Pupils' personal development is good and is promoted well by the good provision for spiritual, moral, social and cultural development.** Most pupils enjoy school. They have positive attitudes to learning and behave well. Relationships between pupils and between adults and pupils are good throughout the school. Attendance is very good and punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided is good. Teaching and learning are good overall.** Teaching is very good in reception and children make very good gains in their learning. Teaching is consistently good in Years 1 and 2, with very good teaching in Year 1. Teaching is mostly good in Year 3, but is mainly satisfactory in Year 4. The teaching of mathematics and science is good throughout the school. The breadth and balance of the curriculum is satisfactory overall, but is stronger in the Foundation Stage and in Years 1 and 2 than in Years 3 and 4. There is a good range of activities to enrich the curriculum. The 'Forest School' project is an interesting initiative. Pupils do not have sufficient access to ICT and the range of design and technology (DT) opportunities in Years 3 and 4 are limited. Parents contribute well to the curriculum and to pupils' learning. Parents help with language and reading in reception and Year 1. Several parents support activities in the 'Forest School'.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory overall.** The headteacher's leadership has been more focused on raising achievement and is satisfactory. The leadership of the Foundation Stage is very good and the leadership of English, mathematics, science and special educational needs is effective. The governance is strong and effective and has made a significant contribution to the school's improvements. The school uses the expertise of its governing body well, particularly in the areas of finance and building development. The governors offer a good blend of support and challenge, and all statutory duties are fulfilled.

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

Parents' views of the school are satisfactory overall, but a significant number of parents have concerns about the leadership and management of the school and approachability. The school is not sufficiently proactive in assessing the parents' level of satisfaction and in addressing concerns and unmet needs. Pupils generally hold positive views about the school.

## **IMPROVEMENTS NEEDED**

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

- Increase the teaching and learning opportunities in ICT in order to raise standards from average to above so that pupils use ICT more to support their learning in other subjects.
- Revise and develop the curriculum in subjects such as DT, geography, history and RE, particularly in Years 3 and 4, in order to raise standards from average to above average.
- Increase the proportion of good teaching in Year 4.





## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, most pupils are achieving well. Children in reception achieve very well because of very good teaching. Achievement is good in Years 1-2 and satisfactory in Years 3-4. Standards are high in English, mathematics and science in Year 4. Standards in other subjects are broadly average.

#### Main strengths and weaknesses

- Children in reception achieve very well and are well on course to reach the expected goals.
- In Year 2, standards are above average in English, mathematics and science.
- Standards are well above average in English, mathematics and science in Year 4.
- Pupils with special educational needs and those with English as an additional language achieve well.
- Standards are not as high in subjects other than English, mathematics and science.

#### Commentary

1. Children's attainment on entry to the reception class varies from average to above average. In the current reception class, attainment on entry is broadly average. Children receive very good teaching and most are achieving very well. Most children are well on course to reach the Early Learning Goals by the end of reception in all areas of learning. A small number will exceed these.

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

Standards in:	School results	National results
Reading	18.9 (19.1)	15.7 (15.8)
Writing	16.3 (16.0)	14.6 (14.4)
Mathematics	18.7 (18.7)	16.3 (16.5)

*There were 18 pupils in the year group. Figures in brackets are for the previous year*

2. In the National Curriculum tests for Year 2 in 2003, the school's results were well above average in reading, writing and mathematics. Results in reading and mathematics were particularly high and in the top five per cent of schools nationally. When compared to similar schools, these results were still very high and in the top five per cent for reading, well above average for mathematics and above average in writing. During the last four years, reading results have been well above the national average except in 2001 when they were average. Writing results have improved significantly during the last two years, as they were average in 2001 and improved to well above average in 2002 and these were maintained in 2003. Results have been consistently well above average in mathematics, but with the 2003 results being particularly high.
3. In the reading tests in 2003, the girls performed slightly better than the boys, but both were well above the national average. The gender difference of girls performing better than the boys in reading is less marked than the national picture. The good teaching of reading and the high levels of parental support contribute to the high standards in reading. In the writing tests in 2003, the girls performed significantly better than the boys and this has been a trend during the last three years. The gender difference is in line with the national picture, but more marked. The school is taking effective action to raise the achievement of boys in writing. Additional resources to motivate boys have been purchased and a wider range of writing opportunities is provided.

Boys perform slightly better than the girls in mathematics tests and this is in line with national trends.

4. In statutory teacher assessments in science in 2003, the school's results were well above average and, in fact, among the top five per cent of schools nationally. The proportion of pupils who attain the expected levels and above, and the proportion who attain the higher than expected levels, were both high.
5. In the current Year 2, standards are above average in speaking and listening, reading, writing, mathematics and science. Most pupils, including higher attainers and those with special educational needs, are achieving well because they receive good teaching. While standards in the current Year 2 are above average in these areas, standards are not as high as the test results of the last two years. This is because the current Year 2 has a higher than usual proportion of pupils with special educational needs. The attainment on entry to the school for the current Year 2 was average.
6. The current Year 4 are a high attaining year group whose Year 2 test results were well above average in writing and mathematics. Reading results were particularly high and in the top five per cent of schools nationally. These high standards are being maintained and in the current Year 4, standards are well above average in all areas of English, mathematics and science. Pupils in Years 3 and 4 are achieving well in mathematics and science due to good teaching. However, achievement in English in Year 4 is not as good as in mathematics and science because teaching is satisfactory rather than good.
7. Standards in ICT are average in Years 2 and 4. Pupil achievement is satisfactory, but they do not receive sufficient opportunities to acquire, practise and apply ICT skills. The use of ICT to support teaching and learning across the school is not consistent. Standards in religious education are average throughout the school.
8. Although not inspected fully, indications are that standards are not as high in other subjects as the curriculum is not so well developed as in English, mathematics and science. During the last two years, the school has successfully focused on raising achievement in the core subjects particularly in Years 3 and 4. The school now has a firm basis on which to develop other subjects to the same level in order to raise standards in the foundation subjects.
9. Pupils with special educational needs and those with English as an additional language receive good support and tasks are generally well matched to their needs. Pupils are achieving well.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are good. Attendance is very good and punctuality is good. Spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- Pupils' very good attendance enhances their progress.
- Pupils' positive attitudes to learning help them to achieve well.
- Behaviour is good as a result of the school's high expectations and very good provision for pupils' moral and social development.
- Pupils have very good relationships with one another and with adults in the school.
- Pupils are very confident and are very willing to exercise responsibility.
- A minority of older pupils become inattentive when the teaching is less stimulating.

## Commentary

10. Pupils have positive attitudes to school. The school's attendance levels are well above the national average. Pupils come to lessons expecting to learn and to work hard. They listen carefully to their teachers and follow instructions well. They also have the ability to work independently and to think for themselves, as is shown by their eagerness to ask questions and express their own opinions. Pupils are keen to learn and work well in lessons where the teaching is stimulating, but can lose interest where the pace slows and tasks do not challenge the ability range sufficiently. In response to the pupils' questionnaire for the inspection, only a minority of Year 4 said that their lessons were either always or usually "interesting and fun".

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

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
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.*

11. The school has high expectations regarding behaviour and discipline and has put in place good procedures and sees that they are attained. As a result, pupils are clear as to the standards that are expected of them. They respect the school's code of conduct and behave well in lessons and in the playground. There have been no exclusions in the past year. Some parents in the questionnaire raised concerns about bullying and harassment. No oppressive, rough or boisterous behaviour was observed during the inspection. Pupils' responses to their questionnaire suggest that pupils sometimes behave inappropriately. Representatives on the school council have also raised this issue. This reflects their high expectations and sense of responsibility towards their peers.
12. Pupils respond positively to the school's good provision for their personal development. They get sound opportunities to explore spirituality in assemblies and in religious education lessons. Provision for their cultural development is good. The school extends pupils' knowledge of their own heritage and of other cultures through the curriculum. It also makes good use of special events, visiting speakers and educational trips to widen their horizons, as when parents talk to pupils about their experience of growing up in foreign countries. The school has a clear policy on multicultural education. This is implemented successfully through a programme of assemblies that raises pupils' awareness of life in multicultural Britain. Pupils are developing a good awareness and understanding of multicultural issues.
13. There is very good provision for pupils' moral development. The school's code of conduct is based on fairness and courtesy, and instils in pupils a good understanding of right and wrong. It is reinforced by an effective system of rewards that celebrate positive behaviour, such as helpfulness and consideration for others. Some parents feel that members of staff do not treat their children fairly. There was no evidence of this during the inspection. On the contrary, teachers were seen acting as good role models of fairness and respect for others. The school also makes very good provision for social development. It enhances pupils' social skills by giving them very good opportunities to work collaboratively and to accept responsibility. For example, 'book buddies' from Year 4 work with children in reception on improving the latter's reading skills, and a significant number of pupils are able to serve as representatives to the school council. The school is successful in promoting maturity and self-esteem. Its pupils have a well-developed sense of responsibility and are very articulate and confident.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Teaching and learning are effective overall. The curriculum is satisfactory overall; it is very good in the Foundation Stage. Pupils' care, support and welfare are good. Links with parents and the community are good. Links with other schools are satisfactory.

### Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory.

### Main strengths and weaknesses

- Teaching and learning are very good in reception.
- Teaching is not as strong in Year 4.
- The use of ICT to support teaching and learning is insufficient.
- Support staff are effectively deployed.
- Assessment and tracking are good in English and mathematics.

### Commentary

14. Teaching has improved since the last inspection, but is not yet consistently good in Year 4.

#### *Summary of teaching observed during the inspection in 26 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	14	8	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

15. The very good teaching in reception is a clear strength of the school. It is enthusiastic and lively, and this motivates the children to learn. The teacher has a very secure knowledge and understanding of the Foundation Stage curriculum and how children of this age learn. Children are provided with interesting and stimulating activities. The teaching is particularly effective at engaging all children and maintaining their interest. The classrooms are attractive and vibrant, with interesting displays of work, posters and artefacts, which reflect the current work and themes. Parent helpers are used effectively, and contribute well to children's language and reading development. The high quality teaching in reception identified during the last inspection has been maintained and further built on.
16. In Years 1 and 2, teaching is consistently good with examples of very good teaching in Year 1. Lessons are well planned with clear learning objectives. Lessons maintain a good pace and pupils are productive. Teachers' explanations and demonstrations are clear and informative. Questioning is used well to challenge the pupils and to check their understanding.
17. Teaching in Years 3 and 4 is satisfactory overall. Teaching has improved in these years since the last inspection and no unsatisfactory teaching was seen. Teaching is mostly good in Year 3 with some satisfactory teaching. In Year 4, teaching is mainly satisfactory with good lessons seen in mathematics and science. There is not enough good teaching in Year 4. Learning objectives are not always shared with the pupils in Year 4 and so they are not sufficiently clear about what they are to learn. Where teaching is satisfactory rather than good, lessons are less stimulating and the pace and levels of challenge are not as high. As a result, pupils make sound gains in their learning rather than good.
18. The nursery nurse contributes well to the teaching and learning in reception. She provides good instruction and support. Teaching assistants are effectively deployed and make a significant

contribution to pupils' learning particularly those with special educational needs. These pupils receive good support and have full access to the range of learning activities provided.

19. Pupils are not having sufficient access to the use of computers. There is insufficient direct teaching of ICT, and ICT is not used consistently well to support teaching and learning in other subjects. As a result, standards in ICT are average and could be higher.
20. Assessment is satisfactory overall. The school has good systems for assessing pupils' attainment in English and mathematics. Pupils' progress is effectively tracked in these subjects as they move through the school. Assessment in other subjects is less well developed. The school is about to adopt the local education authority model for science and a self-assessment system for ICT has recently been introduced. The marking of pupils' written work is regular and thorough. Comments of encouragement and praise are made for good work, and clear guidance is provided on how pupils can improve. The effective marking informs pupils of how well they are doing and helps them to improve.

### **The curriculum**

The school provides a satisfactory curriculum overall. The range of extra-curricular activities is good and activities are supported well by pupils. The accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The Foundation Stage curriculum is very good.
- Opportunities in ICT and DT are limited.
- The school offers a wide range of extra-curricular activities.
- Provision for pupils with special educational needs is effective.
- The 'Forest School' initiative is providing good opportunities to develop pupils' social, physical and language skills.

### **Commentary**

21. The quality and range of the Foundation Stage curriculum for children in reception is very good. All areas of learning are planned and given appropriate attention. Activities provided are interesting and stimulating.
22. Statutory requirements for the National Curriculum and religious education are met. The National Literacy and Numeracy Strategies have been implemented well and this contributes to the high standards in English and mathematics by Year 4. The time allocated for literacy has been increased since the previous inspection and this has a positive effect on standards. Over the past two years priority has been given to the core subjects, with an emphasis on planning. While the school has been successful in raising standards and achievement in English, mathematics and science, particularly in Years 3 and 4, the review and development of other subjects has received little attention. Pupils are having limited access to the ICT and DT curricula in Years 3 and 4. In ICT there are few opportunities to practise skills. In DT there is a narrow range of materials, tools and techniques. Standards in subjects other than English, mathematics and science are average and pupils' achievement is no better than satisfactory.
23. Provision for pupils with special educational needs is good and pupils achieve well overall. Pupils' needs are identified early in their school life and suitable individual programmes of work are set for these pupils. As pupils progress through the school there is a combination of support in class and support from outside the classroom. Parents are informed of their children's progress and are invited into the school when statements and targets are reviewed. As a result, parents have a good understanding of their child's progress.

24. The school provides a wide range of extra-curricular activities for pupils outside school time. These include sports such as netball and football, competitive sporting activities against other schools, a mathematics club, an art club and opportunities to learn the recorder. Other opportunities in the past have included a visit to an environmental centre and a dance festival. There is an annual residential visit for pupils in Years 3 and 4. These activities contribute significantly to pupils' academic, physical, social and cultural development.
25. A particular innovative part of the curriculum is the 'Forest School'. This is an area of woodland that is close to the school where teachers and parents have created a campfire area, stepping logs and tree sections for children to climb. The activities in this innovative development of the curriculum are contributing very positively to the development of pupils' social, physical and language skills.
26. The school accommodation is small and all the available areas are used appropriately to support the teaching of the curriculum. The area for the Foundation Stage has been improved by the addition of a new classroom, providing a much needed additional resource. The school does not have a school hall and school assemblies take place in a classroom. The school does not have facilities for indoor physical education, but this situation is effectively overcome by the use of an 'off site' gymnasium in a nearby special school.

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

The school provides pupils with good support and guidance based on effective monitoring of their progress. It has good procedures for ensuring their care, welfare, health and safety. There are good arrangements for consulting pupils and taking their views into account.

### **Main strengths and weaknesses**

- The school provides a safe and secure environment for its pupils.
- Members of staff know pupils very well as individuals and inspire their trust and respect.
- Pupils' academic and personal progress is well monitored and supported.
- There are good arrangements for helping children to settle in when they start at the school.
- The school council gives pupils an effective means of expressing their concerns and influencing the running of the school.
- A significant minority of pupils do not feel that they get enough help and guidance with their work.

### **Commentary**

27. The school provides pupils with a secure environment that is conducive to their learning and personal development. The governing body and members of staff give appropriate attention to health and safety issues. They ensure that the school has policies and procedures that promote pupils' welfare effectively. All the necessary checks of equipment and risk assessments have been carried out, and there is good provision for first aid. No hazards to pupils' health and safety were observed during the inspection. The school has good procedures for dealing with child protection, and teachers and support staff know what to do should an incident occur.
28. Teachers and support staff know them very well as individuals and have a good understanding of their needs. Very good relationships within the school greatly enhance the quality of pastoral care. Pupils respect and trust members of staff, and are, therefore, willing to turn to them for help. They have confidence in the ability of adults in the school to deal with problems effectively. Pupils are given good opportunities to discuss their worries and concerns with teachers and with one another as they sit in a large circle.

29. The school has good procedures for monitoring and supporting pupils' personal and academic development. Pupils' achievements are recorded in the 'Gold Book of Personal Improvement', and this provides members of staff with an effective tool for tracking their progress. It also contributes to standards of attainment by celebrating and encouraging good work and behaviour.
30. The induction of children into the reception class is handled sensitively, and this helps them to settle well and make good progress. The school is aware of the need to monitor new pupils carefully, and has included provision for this in the school improvement plan. There are good procedures for seeking pupils' views and involving them in the work of the school. The school council provides an effective line of communication between pupils and senior staff and governors. It consists of two representatives from each class who take their duties very seriously and are prepared to address major issues, such as standards of behaviour. The school council meets on a regular basis and two members of the governing body attend its meetings. It has a real influence on the running of the school. For example, in response to the views of fellow pupils, it requested and obtained the installation of mirrors in the pupils' toilets.

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

Links between the school and parents make a valuable contribution to pupils' learning and progress. The school has a good and mutually beneficial partnership with the local community. Links between the Foundation Stage and the local nursery are good. Links with other schools are satisfactory.

### **Main strengths and weaknesses**

- Parents receive good information about the school and the curriculum.
- The good support that parents give to the school and to their children's learning makes a major contribution to pupils' achievements.
- The school's good links with the community enhance the curriculum and effectively promote pupils' personal development.
- Parents have concerns about the quality of leadership and management and about the information on pupils' progress.

### **Commentary**

31. Parents are generally satisfied with the work of the school and the quality of their partnership with it. They feel that pupils are well taught and are making good progress. They say that staff explain how they can help their children at home and provide appropriate homework. However, about a quarter of the responses to the inspection questionnaire expressed dissatisfaction about the leadership and management, and information about pupils' progress. A significant number of parents also expressed concerns about the school's approachability and felt that their views were not sought. The school has not been sufficiently proactive in assessing the parents' level of satisfaction and in addressing some of these concerns.
32. Parents receive good information about the curriculum and school routines through the well-presented school prospectus. This is enlivened by the inclusion of illustrations drawn by pupils. The school website, which is maintained by a parent, is a useful additional source of information about the school. There are sound procedures for informing parents about their children's progress. Annual written reports give detailed accounts of what pupils have learned and can do in each subject of the curriculum, but they are less effective in providing information about the National Curriculum Levels attained. The reports do help parents to support their children's progress by giving clear and precise targets for improvement in English and mathematics.
33. Parents make a good contribution to their children's learning and personal development. They have high aspirations, which results in children coming to school with positive attitudes. Parents provide good help in the classroom, in extra-curricular activities and on educational

visits, where they act as voluntary supervisors. They enhance resources for learning by raising funds through the school association and by direct action, such as building the adventure trail in the school grounds, or providing artefacts and materials for use in lessons. Parents also strongly support their children's learning at home, for example, by helping and encouraging them to do homework.

34. There is an effective and mutually beneficial partnership between the school and the local community. Local residents enrich the curriculum by sharing their recollections of World War II with pupils, for example, and Linthurst's school association helps the community by organising the village fete. This event gives pupils the chance to take responsibility for running stalls and, therefore, contributes to their social development. Good links with local churches enhance the school's provision for spirituality and religious education. Local resources are also used effectively to promote pupils' understanding of their own heritage and environment. The 'Forest School' is a significant strength of the school's work in this area of learning, and it would not be possible without the co-operation of the neighbouring special school that owns the woodland that Linthurst's staff and pupils use as an outdoor classroom.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The governance of the school is good.

### **Main strengths and weaknesses**

- The governance of the school is strong and effective.
- The leadership of the Foundation Stage is very good.
- The core subjects and special educational needs are well led and managed.
- The school is not effective enough in assessing parental satisfaction.

### **Commentary**

35. The governance of the school is strong, effective and with some very good features. Members of the governing body have a wide range of expertise, which is used well to benefit the school. For example, governors' expertise in planning and building was used well in creating the new classroom. The governors are well led by an enthusiastic and committed Chair. The strong governance, working in partnership with the school's staff and local educational authority, has contributed significantly to the school's improvements during the last two years. The governors are now more focused on raising standards and achievement than they were at the time of the last inspection. They have been proactive in setting targets, challenging the leadership and monitoring the progress towards targets.
36. The leadership of the headteacher is satisfactory and he has been more effectively focused on raising achievement. The deputy headteacher, governors and local education authority have provided good support in this area. Standards and achievement in Years 3 and 4 have been raised in English, mathematics and science since the last inspection. The headteacher and all staff have created a positive climate for pupils to learn and this has given rise to good attitudes and behaviour. However, he has not gained the confidence of all parents, and a significant number have expressed concerns about the leadership and management of the school, and the school's approachability. The school has not been sufficiently proactive in assessing parents' level of satisfaction and in addressing unmet needs and concerns.
37. The headteacher receives good support from the deputy headteacher. The leadership of the Foundation Stage curriculum is very good and is a clear strength of the school. The curriculum is well planned and the teaching is very good. The core subjects of English, mathematics and science are effectively led and managed, and this contributes to the high standards in these areas and the good provision. Special educational needs are also effectively led and these



pupils are well provided for. The leadership and management of other subjects are less well developed and, as a result, standards in the foundation subjects are generally only average.

38. The school makes good use of the financial expertise within the governing body. Financial planning and management are good, and are appropriately linked to educational priorities. The governors have been decisive and positive in financial planning as the pupil numbers are predicted to fall over the next few years. The relatively small deficit carried forward, due to a falling roll, has been agreed between the governors and the local education authority. The attainment of the current Year 4 was above average on entry. Pupils receive good teaching particularly in English, mathematics and science and standards are well above average in these subjects by Year 4. Standards are average in other subjects. Overall, the school provides satisfactory value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	236,122
Total expenditure	277,548
Expenditure per pupil	3,304

Balances (£)	
Balance from previous year	31,808
Balance carried forward to the next	- 9,618

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

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

The provision for children in reception is very good and a clear strength of the school. Four-year-olds are admitted to the school each September. Attainment on entry to the school varies between average and above average, as there are variations in the composition of small year groups. Attainment on entry in the current reception year is broadly average. The quality of teaching in reception is very good and children make very good gains in their learning. The teacher is lively, enthusiastic and has a very good understanding of how children of this age learn. The Foundation Stage curriculum is very well planned and implemented and all areas of learning are given appropriate attention. Activities provided are interesting and stimulating. The co-ordinator is experienced and enthusiastic. Her very good leadership and management contribute to the very good provision and to children's very good achievement.

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

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

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

- Children achieve very well and are on course to exceed the expected Early Learning Goals.
- Teaching and learning are very good and adults are very good role models.
- A stimulating, vibrant and secure environment for children to learn has been created.

#### **Commentary**

39. Children are enthusiastic about learning and highly motivated. This is because they are very well taught and are provided with interesting and stimulating learning activities. Adults working in reception are all very good role models for children. A very positive, safe and secure environment for all children to learn has been created. Very good relationships between adults and children have been established. Children work well in groups and take turns in activities, for example, when in the 'Forest School' children worked very well together in making a shelter. Most children will exceed the expected Early Learning Goals by the end of reception.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children are on course to reach the Early Learning Goals and a few will exceed them.
- Teaching and learning are very good.
- Support staff and parent helpers make a valuable contribution to this area of learning.

#### **Commentary**

40. The teacher and other adults working in reception provide very good opportunities to develop children's language skills. The lively and enthusiastic teaching engages the children and holds their interest and attention. Most children demonstrate very good listening skills. In all areas of learning, vocabulary and speaking skills are effectively promoted. They are keen to answer questions and express their ideas. The teaching of letter sounds is lively and highly effective. A variety of resources are used such as illustration and cards with individual letters. Children recognise common letters and say their sounds. Children have a clear love of books. There is a good range on offer for children to choose. Parents provide good support in this area and this contributes to the school's high standards in reading. A parent helper effectively supports

children's reading and language development on a regular basis. Children have good opportunities to develop writing skills. Most form letters correctly. Higher attaining children are starting to create sentences.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well and are on course to reach the Early Learning Goals and some will exceed these.
- Teaching and learning are good.
- Mathematical activities are interesting and stimulating.

### **Commentary**

41. Lessons are well planned with clear learning objectives and an interesting range of activities to promote mathematical development. Visual aids and equipment are used very well to promote children's learning. Good questioning by the teacher challenges the children's thinking and checks their understanding of mathematical terms. Most children recognise and say numerals from one to nine. Higher attaining children compare different nails and screwdrivers. They describe them in terms of 'shortest' or 'longest'. Children in groups are able to sort out sticks for the three pigs' house. They use long sticks for the walls and sides and short sticks for the window frames. Children sing rhymes, which help to develop skills in counting and taking away with numbers up to ten. For example, singing 'Ten in the Bed'. Most children will reach the Early Learning Goals by the end of reception with a few predicted to exceed these.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children achieve very well and are well on course to reach the Early Learning Goals.
- Children are provided with an interesting range of learning activities.
- Teaching and learning are very good.

### **Commentary**

42. Teaching is lively and enthusiastic and the very good teaching contributes to children's very good achievement. Some children will easily exceed these. In one lesson, children had very good opportunities to observe, name and sort a range of materials. A child dressed up as a magician with a magnetic wand was used well to generate interest and enthusiasm for the activities. Children named and identified common materials such as metals, plastic, fabric and wood. They sorted materials into groups. Higher attaining children predicted which materials might be picked up by the magician's wand. Skilful questioning by the teacher engaged all children. The children predicted that magnets pick up metal objects, but then later discovered that the magnets would pick up iron things, but not aluminium. Scientific vocabulary is developing very well. When working in the 'Forest School', children constructed 'lean-to' shelters using natural materials. Others, with help from the nursery nurse, successfully built a framework for a wigwam, using canes and rubber bands. Children use ICT well to develop the recognition of common words. They use a 'paint' program to produce simple patterns and pictures. Higher attaining children can do this unaided.

## PHYSICAL DEVELOPMENT

43. It was not possible to make an overall judgement about standards and provision in this area of learning, but planning and discussions indicate that a good range of activities is provided. Children show balance and control as they travel across stepping logs. When exploring the very large log in the 'Forest School', children demonstrate good climbing and jumping skills. Children have good opportunities to develop a range of physical skills through using bats, balls and digging tools.

## CREATIVE DEVELOPMENT

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

### Main strengths and weaknesses

- Children achieve very well and are on course to reach the Early Learning Goals.
- Teaching and learning are very good.
- Children have very good opportunities to be creative.

### Commentary

44. The very effective teaching and the wide range of creative opportunities provided help to ensure that pupils achieve very well. Most children are on course to reach the Early Learning Goals by the end of reception and a few will exceed these. In one lesson, children had good role-play opportunities as they dressed up and acted out the scene between grandma and little red riding hood. Language and animation were used well by the children as they participated with enjoyment and enthusiasm. Other children explored with different coloured paints and produced large pictures of grandma or the big brown wolf. The teacher and support staff provide clear instructions and guidance, while still giving very good opportunities for children to be creative and independent.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- Standards are above average in Years 1 and 2 and well above in Years 3 and 4.
- Achievement is good overall, pupils responding positively to good teaching.
- Standards have risen significantly since the previous inspection.
- The leadership and management of the subject are good.
- The determined whole-school approach to improve writing is having a positive effect on raising standards.
- Teachers' approach to correcting and redrafting work is inconsistent.
- Opportunities for extended writing in other subjects in the curriculum are not fully exploited.

### Commentary

45. On entry to the school, the present Year 2 had a higher than normal proportion of pupils with special educational needs and the overall ability of the group were at an average level. However, with the benefit of good teaching pupils have achieved well and, as a consequence, standards in reading, writing, speaking and listening are now above average. Standards in the current Year 4 are well above average in speaking and listening, reading and writing. Standards since the previous inspection have risen significantly in Years 3 and 4.

46. There are several reasons why standards have risen. Planning has been reviewed and there is now a greater focus on raising standards and achievement. Links with a local beacon school and support from the local authority literacy consultant have also contributed to higher standards, with clear strategies to improve pupils' understanding and spelling skills. Test results have been analysed to identify strengths and weaknesses in pupils' learning, and procedures are now in place for the setting of individual targets to raise standards in writing.
47. Pupils in Year 2 are confident readers, reading with fluency and expression. Their good grasp of phonics enables them to decode words quickly whilst retaining the meaning and the flow of the text. Pupils speak confidently; they have a well-developed vocabulary clearly expressing their ideas well. They listen attentively to instructions from the teacher and to the contributions of other pupils. Pupils' well established reading skills and developed vocabulary are contributing positively to their writing. Pupils are well supported in their writing and write for a range of different purposes. Their work is neatly presented writing sentences employing accurately capital letters and full stops.
48. In Years 3 and 4 achievement is satisfactory and standards in all aspects of English are well above average. Pupils read accurately and expressively. They understand what they are reading and can identify the main characters in stories. Pupils name their favourite authors and stories and can discuss what they like about them. The emphasis on raising standards in writing is beginning to have an impact, pupils successfully adapting the style of writing with their well-developed vocabulary. Pupils paragraph their work well and select specific vocabulary with effect. Pupils express themselves clearly, responding positively in group discussions.
49. Pupils with special educational needs receive good help from teachers and learning assistants, and achieve well in relation to their abilities. Teaching assistants work alongside pupils and encourage them to work independently.
50. Teaching and learning are good overall and range from satisfactory to very good. Very good teaching was seen in Year 1 and pupils made very good gains in their learning. The planning of lessons is detailed with activities to build upon pupils' existing knowledge. Lessons start briskly. Learning objectives are discussed with pupils giving them a clear understanding of what is to be achieved by the end of the session. This approach quickly focuses pupils, starting their work with understanding and achieving the learning objectives. In most lessons pupils' attention is quickly engaged with stimulating activities. An example of this was in a Year 3 class. Here, to consolidate understanding of the use of verbs, pupils were asked to change the characters in the story of the 'Pied Piper' and relate it to their own experience. This approach captured the imagination of pupils who worked with enthusiasm and excitement successfully reinforcing their understanding of a verb. The teaching in Year 4 is satisfactory rather than good. Here the pace of lessons is less brisk and the levels of challenge are not always high enough, particularly for the higher attainers.
51. The leadership and management of the subject are good. The co-ordinator has a clear focus on the future development of the subject and the need to raise standards. Planning is checked, lessons monitored and work sampled and moderated, all contributing positively to pupils' achievement. Effective action is being taken to raise boys' attainment in writing. For example, the school has purchased books that are more appealing to boys. Assessment procedures are good and pupils' progress is tracked systematically as pupils move through the school. Individual targets are working well, particularly in writing. Work is marked on a regular basis with encouraging comments on how to improve, however, the approach to correcting work or redrafting is inconsistent. Overall, the school has made good improvements since the last inspection.

## Language and literacy across the curriculum

52. Good opportunities are provided for pupils to develop speaking and listening skills by encouraging pupils to express their opinions during class discussions and in circle times. However, the use of literacy across the curriculum is not yet consistent and opportunities for extended writing activities are sometimes missed. The school is aware of this and is planning ways to develop writing in other subjects.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 4.
- Teaching is good and pupils are achieving well.
- Good improvements have been made since the last inspection.
- Leadership and management are good.
- ICT is not used sufficiently to support teaching and learning in mathematics.

### Commentary

53. In the current Year 2, standards are above average and above average standards have been maintained since the last inspection. In the current Year 4, standards are well above average and this represents a significant improvement. During the last inspection, standards were average in Year 4 and pupils in Years 3 and 4 were not achieving as well as they should because of low teacher expectations and some unsatisfactory teaching. Throughout the school, most pupils, including higher attainers and those with special educational needs, are achieving well because of the good teaching they receive.
54. The quality of teaching and learning are consistently good across the school. The good teaching in Years 1 and 2 has been maintained since the last inspection and teaching has improved significantly in Years 3 and 4. Across the school, lessons are well planned, structured and maintain a good pace. Clear learning objectives are identified and effectively shared with the class so pupils know what they are expected to learn. Teachers' explanations and demonstrations are clear. For example, in a good Year 2 lesson, the teacher used the overhead projector well to show counting on and addition strategies. Questioning was used effectively to check pupils' understanding. Pupils made good gains in addition and higher attaining pupils explained clearly how they arrived at their answers. Mathematical vocabulary is promoted well and pupils are given good opportunities to explain their ideas and working out using this vocabulary. Teachers use resources well to promote learning. For example, in a good Year 3 lesson, the teacher used a numbers stick well and a large illustration of a fraction wall to develop pupils' understanding of equivalent fractions. For the main part of the lesson, pupils are usually organised into groups of similar attainment. Activities and tasks are well matched to pupils' needs and this helps to ensure that pupils are appropriately challenged. Pupils maintain good levels of concentration and are productive. Teaching assistants are effectively deployed and make a good contribution to pupils' learning particularly those with special educational needs. ICT is not used consistently well across the school to support learning in mathematics. The marking of pupils' work is good. It is detailed and constructive and clear guidance is provided on how pupils can improve.
55. The leadership and management of mathematics are effective and this has contributed to the improvements. The school has effective systems for assessing and tracking pupils' attainment and progress as they move through the school. The headteacher and local education authority personnel have monitored the quality of teaching. The school has a much clearer view of

standards and provision in mathematics than at the time of the last inspection. Overall, the school has made good improvements in mathematics.

### **Mathematics across the curriculum**

56. Pupils are applying and developing numeracy skills in other subjects particularly in science. This contributes to the high standards in mathematics. In Year 4 pupils measure force accurately using Newton meters. They use bar graphs to present their results of friction experiments. Higher attaining pupils use line graphs to show the cooling down of different insulated vessels.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are above average in Year 2 and well above average in Year 4.
- Teaching is good and pupils are achieving well.
- There are good opportunities for practical investigations.
- Assessment procedures are not sufficiently well developed.

#### **Commentary**

57. Most pupils, including higher attainers, those with special educational needs and those with English as an additional language, are achieving well because they are well taught and have good opportunities to develop investigative skills. As a result, standards are above average in Year 2 and well above average in Year 4. The above average standards in Year 2 reported during the last inspection have been maintained. Standards and achievement in Year 4 have improved significantly as standards were average during the last inspection and pupils were not achieving as well as they should.
58. The quality of teaching and learning is consistently good throughout the school. This represents an improvement since the last inspection because teaching in Years 3 and 4 was only satisfactory. Lessons are well planned and organised and clear learning objectives are identified. These are effectively shared with the class so pupils know what they are to learn. Teachers provide good practical opportunities for pupils to plan and carry out investigations and, as a result, pupils acquire and apply a range of scientific skills. In a good Year 2 lesson, pupils predicted what would happen when substances such as ice, chocolate and butter were heated. Pupils observed carefully and recorded their results on a teacher-produced chart. However, there were insufficient opportunities for pupils to design and produce their own methods of recording. Scientific vocabulary was promoted well by the teacher and pupils had good opportunities to use this in making predictions and explaining their findings. In an effective Year 3 lesson, pupils in small groups designed an investigation to find out what seeds need to grow. Prior to this they explored a range of different seeds such as radish, onion, carrot and tomato and tried to match these to their illustration. In a good Year 4 lesson, pupils planned and carried out an investigation to find out the strongest magnet. Pupils made predictions, posed questions, which could be tested, and most showed a good understanding of fair testing.
59. The leadership and management of science are effective. The monitoring and evaluation of standards and provision are developing well. The co-ordinator has observed some teaching and has viewed samples of pupils' work. This is helping her to gain a clear overview of standards and provision. A portfolio of samples of pupils' work is being compiled by the co-ordinator. This is useful for monitoring standards, but the work is not always dated or assessed against National Curriculum standards. Overall, the school has made good improvements since the last inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

60. Very little direct teaching of ICT was seen during the inspection. The study of pupils' work and discussions with pupils and staff indicate that standards are broadly average in Years 2 and 4. Pupils are achieving satisfactorily in the acquisition and application of ICT skills. Standards are similar to those reported during the last inspection. Pupils in Year 2 create sentences and accompany these with illustrations. Higher attaining pupils use word-processing well to produce a detailed story of 'Jack and the Beanstalk'. Pupils do not have sufficient direct teaching and opportunities to acquire and practise skills. In a Year 4 lesson seen, the teacher provided a sound demonstration on how to combine graphics and text. However, during the lesson only five pupils had the opportunity to practise these skills on the computers available and the illustrations in the computer's bank were not relevant to the task of producing a wall chart on 'how magnets are used'. In Year 4, some pupils entered the daily temperatures into a spreadsheet. This data was converted into a line graph. The co-ordinator has recently developed a self-assessment system comprising of 'can do' statements. This is potentially a good system, but is not yet fully implemented. In this subject, the school has not progressed sufficiently since the last inspection.

## HUMANITIES

*Religious education was inspected in full and is reported on below. Geography and history were sampled.*

### Geography

61. Only one geography lesson was seen during the inspection, but pupils' work was also studied. On the evidence available standards are average by Years 2 and 4. Pupils in Year 2 have acquired basic mapping skills by studying an imaginary island. In Year 3, pupils survey the different buildings and land use in the village of Blackwell. A satisfactory lesson was seen in Year 4. Pupils identified the main features from a plan of the school grounds. They made suggestions on how to improve the school environment. Standards in geography were not reported during the last inspection.

### History

62. A study of pupils' work indicates that overall standards are average in Years 2 and 4. In Year 2, pupils show a clear knowledge of the work of Florence Nightingale. Pupils in Year 4 show a clear knowledge of the main events in World War II, for example, they know why children were evacuated. Pupils imagine they are evacuees and write letters home to parents. They show empathy for living away from home with a new family. Standards in history were not reported on during the last inspection.

### Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- The use of artefacts to demonstrate the relevance of religious symbols is good.
- Pupils are developing a clear understanding of other religions.

### Commentary

63. Standards are at the expected level in Years 2 and 4 and achievement is satisfactory. Pupils learn about different religions. During the inspection pupils in Year 4 were learning about Hinduism and were able to compare the differences between Buddhism and other religions and



explain the significance of the Diwali festival. Pupils learn about faiths and traditions and are able to think about what they have learnt and relate it to their own experiences. Pupils in Year 3 have an understanding of the use of symbols in different religions and explain the meaning and significance of the cross for Christians. Pupils in Year 2 learn about the feelings of others through related Bible stories. The school places emphasis on caring for others and helping pupils to recognise the importance of their own family and friends.

64. Teaching and learning are overall satisfactory with some good features. The planning of lessons is thorough with a good use of artefacts. This was very evident in a Year 3 class. Here the teacher used artefacts effectively to emphasise the meaning of religious symbols. Pupils responded with enthusiasm to this approach prompting them to ask relevant questions wanting to know more about symbols. The curriculum is appropriately based on the locally agreed syllabus. There has been satisfactory improvement since the previous inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Art and design, design and technology and music were sampled. No physical education lessons were seen and so PE was not inspected.*

### **Art and design**

65. Two lessons were seen during the inspection. A good lesson was seen in Year 2 and a satisfactory one in Year 3. Pupils' work was examined and a discussion was held with the co-ordinator. Standards seen in the lessons were average in Years 2 and 4, and pupils were achieving satisfactorily. Sketchbooks are used appropriately to prepare for pupils' designs and there was evidence of good pencil drawing, pupils using their observational skills to produce detailed drawings. Pupils have experienced a range of art and design techniques to include working with clay, painting in watercolours, sketching in charcoal and two-dimensional images.

### **Design and technology**

66. A study of pupils' work shows that standards are average overall in Years 2 and 4. Standards are similar to those reported during the last inspection. Pupils in Year 2 design and make glove puppets based on characters from stories. They produce simple labelled drawings of their designs and use a range of colourful fabrics. Cutting and joining are good and the finished products are attractive. Pupils have also designed and made vehicles. In Year 4, pupils design and make containers using a range of textiles. Measuring and cutting skills are used appropriately, but the quality of stitching varies. They evaluate the finished product and suggest improvements. The range of materials, tools and techniques used in Years 3 and 4 is limited. There is no evidence of pupils working on projects involving cameras, structures or electrical circuits. This means the curriculum is limited in its variety, but statutory requirements are met as the pupils still have two years left in which to cover the programme of study.

### **Music**

67. Two lessons were seen during the inspection, one in Year 3 and one in Year 4. The quality of teaching and learning in these lessons was satisfactory. Standards in these two lessons were average and pupils' singing during an assembly was also average. Standards are similar to those reported during the last inspection. Pupils in Year 4 have an understanding of the elements in music and are able to explain their meaning using some of the relevant technical vocabulary. Pupils' rhythmic skills are well established. This was apparent in the Year 4 class, when pupils maintained a steady pulse during an ensemble performance. These skills were also very noticeable when singing a hymn in the morning assembly, fitting the words accurately and successfully to the syncopated melody.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*This area of the curriculum was sampled.*

68. The school provides numerous opportunities to promote pupils' personal development. The school's positive school ethos and the good care systems contribute significantly to this area. In a good Year 3 'circle time' session, pupils had the opportunity to express their emotions when feeling sad. They were encouraged by the teacher to speak openly about issues and listen to the contributions of others. The pupils participated well and expressed their opinions confidently. Pupils have good opportunities to take responsibility and to contribute to the school by serving on the school council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	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	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	3
The effectiveness of management	4

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