

INSPECTION REPORT

BRYNING WITH WARTON ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

PRESTON

LEA area: Lancashire

Unique reference number: 119547

Headteacher: Linda McMillan

Lead inspector: Ruth Jane Schaffer

Dates of inspection: 15th – 18th March 2004

Inspection number: 255647

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 years
Gender of pupils:	Mixed
Number on roll:	227
School address:	Lytham Road Warton Preston Lancashire
Postcode:	PR4 1AH
Telephone number:	01772 632364
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Colin Charnley
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in the small town of Warton. It is a popular school with close links with the parish church. At the time of the inspection there were 227 pupils on roll. Before starting school, most children attend the play group which shares the school's site or they attend other, nearby, similar groups. Children start in the Reception class in the September before their fifth birthday. The percentage of pupils with special educational needs is below average, however, the number with a Statement of Special Educational Need is above average. The majority of difficulties these pupils experience relate to language and speech, while more severe difficulties are of a medical or physical nature. The school admits pupils from families in the army or air force who are stationed in the area. This results in more comings and goings during the primary years than in most schools as these families generally stay in the locality for approximately two years. The number of pupils entitled to free school meals is broadly average. Most pupils come from homes where parents are supportive of their child's education; however, there are some significant aspects of social deprivation in the immediate area. Nearly all pupils are from United Kingdom heritage. The very few from minority ethnic groups speak English as their first language. When children start in the Reception class, they have a very wide range of attainment but overall attainment on entry is below average.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Pupils' achievements are very good and they attain above average standards by the end of Year 6. Pupils and parents support the school whole-heartedly. The headteacher, who has excellent support from the governors, sets a high standard of care and concern for each pupil. Teaching is very good overall. The excellent ethos of the school is embedded in Christian beliefs. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' standards by the end of Year 6 are well above average in English and science, and above average in mathematics, information and communication technology (ICT), history and design and technology.
- Very high expectations lead to outstanding behaviour and attitudes from the pupils.
- The headteacher, supported by the deputy headteacher, provides excellent leadership.
- Teaching is very good because of the commitment of the staff team.
- Because the school council is very effective, pupils' views are taken seriously and acted upon when it is appropriate to do so.
- The high quality of the school's attractive environment reflects its care for pupils.
- Pupils' creativity and physical development are promoted well.
- Although teaching in Years 1 and 2 is good, planning and methods used for this age range are not always well matched to pupils' needs.

A clear focus on areas in need of development enables the school to move forward quickly. Since it was last inspected in 1998, improvement has been very good.

STANDARDS ACHIEVED

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

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

Pupils' achievements are very good. In the Foundation Stage, children achieve well. Many start with their attainment below that expected for their age. They are on track to achieve the levels set for them in all areas of learning by the end of the Reception year and a good number will exceed them in communication, language and literacy. Standards in Year 2 in English, mathematics and science are average and this is an improvement on last year when standards in national tests and teacher assessments were below average in mathematics and science. Pupils' achievements are generally good in Years 1 and 2, although progress in learning to read for those of lower attainment is slower than it should be. Pupils' achievements are very good overall in Years 3 to 6. In mathematics in Year 2003, the well below average results against similar schools with prior attainment indicates unsatisfactory achievement for that year. This is partly explained by the high number of pupils who joined the school late in their primary education, and partly because some aspects of mathematics were not planned for well enough. The school has been successful in improving planning and teaching in mathematics over the past year and pupils' achievements are now good. Standards are well above average for English and science and above average for mathematics, ICT, history and design and technology. The achievement of pupils with special educational needs is similar to those

of others in their year groups and they make good progress towards the targets set for them in their individual education plans.

The spiritual, moral, social and cultural development of pupils is very good. Pupils behave exceptionally well, responding to the school's very good system of rewards. Their attitudes to work are excellent and they are very appreciative of the school's many extra activities out of school time. Their attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a very good quality of education for its pupils. In the Foundation Stage and Years 1 and 2, teaching is good overall and in Years 3 to 6 it is very good and sometimes excellent. Teachers assess pupils' knowledge and understanding very thoroughly and so pupils acquire new knowledge quickly because work is set at the right level for them. Lessons are organised skilfully and teachers provide clear explanations and stimulating resources to clarify understanding. Learning is made more interesting to pupils by the use of knowledge and skills from several different subjects. This has had a particularly good effect in ICT, where mathematics and literacy are developed alongside computer skills. High expectations of good behaviour and a serious attitude to work are embedded in the school's ethos and lead to the very good effort pupils make in their lessons. The difficulties of pupils with special educational needs are identified quickly and extra support is provided where needed. Classroom assistants contribute well to pupils' learning, although occasionally, their time is not used to full advantage. A very high quality of display that values pupils' achievements and celebrates their creativity is maintained throughout the school. Learning is promoted exceptionally well in the extra activities provided out of school time.

LEADERSHIP AND MANAGEMENT

The leadership of the school is excellent and management is very good. The headteacher has kept the school on course for continuous improvement by clear-sighted vision and strong determination. The deputy headteacher is an excellent role model for others. A very stable and knowledgeable governing body has an excellent understanding of how to support the school and challenge it to do its best. Every pupil is welcome and included in the school's provision. Subject leaders provide good guidance to staff and promote their subjects with enthusiasm to pupils through good quality displays and after-school activities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the standards of work and pupils' behaviour. They have great confidence in the headteacher. A few expressed worries about bullying. This aspect was looked at in great depth; pupils were clear about procedures to deal with bullying and no concerns were evident. Nearly all pupils like coming to school and they express very positive views of school life.

IMPROVEMENTS NEEDED

The most important thing the school should do to continue its high rate of improvement is:

- Develop aspects of planning and methods in Years 1 and 2 to match the very high standards of those in Years 3 to 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards achieved are **very good**. Children's achievements are good in the Foundation Stage. In Years 1 and 2, pupils achieve well and standards in English, mathematics and science are average. In Years 3 to 6 achievement is very good and standards in English and science are well above average and in mathematics they are above average.

Main strengths and weaknesses

- The school has maintained good results in national tests for pupils at the end of Year 6 for three years.
- Pupils' achievement in Years 3 to 6 is very good.
- In Years 1 and 2, standards in mathematics and science have improved on those of previous years when pupils attained below average results in mathematics and science in national tests and assessments.
- Standards in information and communication technology (ICT), design and technology and history are above average by the end of Year 6.
- Children make good progress in all areas of learning in the Foundation Stage and very good progress in communication, language and literacy.
- In Years 1 and 2, pupils' achievements are good in English and mathematics but those of lower attainment do not make enough progress in learning their letter sounds.

Commentary

1. At the time of the previous inspection, standards at the end of Year 6 and Year 2 were average. There has been a marked improvement in results in national tests at the end of Year 6 since then. Science was the first to improve, reaching above average in 2000 and well above average the following year. English results improved to above average in 2001 and well above average in 2003. In both these subjects, the same high standards are evident in current work. Improvement in mathematics has been good but a little less secure. In 2001 standards were above average but they then dipped in 2002 to an average level, coming back up again in 2003. However, because of the well below average results against similar schools in the tests for 2003, which were an indicator of unsatisfactory achievement, the school analysed pupils' achievements very carefully. Data showed that the pupils who joined the school late in their primary education did not achieve as well as others, and that some aspects of mathematics were not taught well enough. Good action was taken to put this right. The current standard of work in Year 6 in mathematics, is above average. The school has received recognition of its improvement in standards by two Achievement Awards from the Department for Education and Skills (DfES), and overall improvement since the previous inspection has been very good.

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

Standards in:	School results	National results
English	29.1 (27.7)	26.8 (27.0)
Mathematics	27.7 (27.5)	26.8 (26.7)
Science	30.3 (30.6)	28.6 (28.8)

There were 35 pupils in the year group. Figures in brackets are for the previous year

2. In the current Year 6, all pupils understand how to plan their written work and to structure it to suit its purpose. Those with special educational needs write short but well-punctuated pieces,

using a good range of vocabulary. The work of pupils of average and higher attainment often tackles complex ideas and is enlivened by the use of lively imagery and well-chosen vocabulary. In history, for example, pupils compare life in different periods and explain reasons for these changes. Pupils' understanding and use of computer programs is higher than expected for their age. In mathematics, pupils explain their methods and reasoning behind their calculations well. In science, pupils work systematically to find evidence in investigations and record their findings with great care; they have a good understanding of the scientific processes. This careful method of working is reflected in their approach to design and technology, where their understanding of how to make products and what processes to use in design are greater than expected for their age. By the time they are in Year 6, pupils have a good vocabulary at their disposal. They talk effectively as members of a group and understand the need to listen to others' views before voicing their own opinions. Pupils' achievements in Years 3 to 6 are very good. Those of higher attainment are stretched to work at a level higher than other pupils when teachers plan extra work for them, sometimes during the lesson and sometimes as an additional lesson, as was seen in science in Year 5.

3. When children start in the Foundation Stage, there is a very wide spread of attainment; some children's attainment is well above expectations but overall attainment is below average. Children make good progress in the Reception class and nearly all children are on track to attain the goals set for them in all areas of learning by the end of the Reception year. The school's records show that this has not always been the case, and that in previous years children did not attain the levels expected by the end of the Reception year.
4. Pupils with special educational needs are identified early and they make good progress towards the targets set for them. They are supported well in the sessions that are designed nationally to help them catch up with others in literacy and numeracy. These sessions are particularly effective in Years 3 to 6. Occasionally in lessons, opportunities are missed to help pupils make more progress in whole-class teaching times. In Years 1 and 2, some of those pupils who are slow at learning to read do not make the progress they should in acquiring and using letter sounds. Pupils from minority ethnic groups are included well in all activities and make similar progress to others.

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

Standards in:	School results	National results
Reading	16.0 (16.5)	15.9 (15.8)
Writing	14.7 (14.4)	14.8 (14.4)
Mathematics	15.6 (16.2)	16.4 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

5. The table above shows that the school's results in national tests for pupils, at the end of Year 2 in 2003, were average in reading and writing but below average in mathematics. In the current Year 2, standards are average and this is an improvement in mathematics. The pupils' currently in Year 2 started with below average attainment and their achievements are generally good. In mathematics, a good focus on improving planning and teaching is helping pupils gain confidence in making calculations at the level expected for their age. In Years 1 and 2, however, some weaknesses in planning remain and pupils do not always move forward quickly enough. In science, pupils in Year 1 produce good work at a level beyond expectations but those in Year 2 do not have enough opportunity to tackle some higher level work. As a result, although standards are average overall, those pupils of higher attainment are not making enough progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **excellent**. Provision for pupils' spiritual, moral, social and cultural development is **very good**. Punctuality and attendance are good. The school has greatly improved the quality of its work since the previous inspection and has also provided many more opportunities for pupils to show initiative and take responsibility within the school.

Main strengths and weaknesses

- Attitudes and behaviour are outstanding.
- Pupils' spiritual and moral development are excellent.
- The school develops self-discipline and belief through a moral code, taught to the pupils through consistently applied rewards.
- The school promotes very good relationships and new pupils quickly have a sense of belonging to one family.
- Provision for pupils' social and cultural education is very good.
- Pupils' willingness to show enterprise, use initiative and take responsibility is very good.
- Although absences are monitored, parents are not contacted immediately if notification of absence has not been received and the percentage of unauthorised absence is slightly above average.

Commentary

6. Attitudes and behaviour are outstanding because of the deeply spiritual ethos of the school, which nurtures each individual's spirituality. The whole staff team, including many willing volunteers, invest time and effort in nurturing excellent behaviour. As a result, the youngest children make good progress with their personal development and quickly learn to stand on their own two feet. This is particularly important in a school that caters for pupils from families in the armed services who stay for a short time. Attitudes of commitment, service and pride are further developed throughout the school, and the oldest pupils are extremely mature and reflective about their actions. Pupils from minority ethnic groups have the same excellent behaviour and attitudes as others. Pupils with special educational needs have good attitudes to learning because they receive so much encouragement.

Example of Outstanding Practice

Pupils' relationships with the whole staff community

A concrete example of the very good relationships between pupils and adults was a beautifully crafted book called *The Magic Polisher*, which a small group of pupils in Year 5 gave to their treasured caretaker. The pupils, who have special educational needs, worked very hard in the ICT suite in order to give a professional look to the text and illustrations. Another example of the high regard in which staff are held occurred at the end of one lunchtime; several pupils affectionately hugged the volunteer play-leader who had taken time out of a busy schedule to make play experiences purposeful and fun, through teaching dance steps and encouraging creative expression.

7. Pupils are very proud of their school and they quickly settle into the daily school routine. The behaviour policy is applied consistently by both teaching and non-teaching staff and there are very high expectations of behaviour in all year groups. Although a concern of a few parents, bullying is not considered to be a problem because pupils say that alleged incidents are dealt with fairly and sensitively. Since September, the incident log shows only two instances of name-calling which were followed up by the headteacher. One instance of aggressive behaviour was seen during the inspection, and this was dealt with fairly and sensitively. In the past year, there has been one pupil excluded on four separate occasions. Attendance is better than the national average, but there are no systematic procedures in place for contacting parents on the first day of any unexplained absence.

Attendance in the latest complete reporting year (95.1%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.5
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.

8. Provision for pupils' spiritual and moral development is excellent and enhanced extremely well by the positive climate for learning, reflective assemblies and close links with the church. Pupils have a very good understanding of their place in the school and church communities and value the fact that their achievements are celebrated.

9. Pupils' social and cultural development is very good and fully integrated into all aspects of school life. Pupils quickly learn how to make sensible decisions about their own lives and to be responsible members of the school community. These qualities are reinforced well through assemblies, personal, social, health and citizenship lessons and the wide range of educational visits. Pupils eagerly accept responsibility for elements of the day-to-day running of the school, and they are involved in strategic decision-making through school and class councils. Pupils were fully involved in the playground extension and raise sensible issues. Pupils' awareness of other cultures is effectively and naturally a part of daily life. A good example was seen in worship when pupils sang beautifully in two languages, to the beat of an African drum. They then prayed for the Spanish people and for peace, in the wake of the recent terrorist attack. Pupils talk confidently about similarities and differences in beliefs and cultures at levels that match their growing maturity and awareness. Planned events, such as the multicultural days, help to raise the profile of the arts in the widest sense with a focus on music, dance and drama. Teachers are sensitive to feasts and festivals, and visitors provide good backgrounds to their particular cultures, for instance, through cooking and eating different foods.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	217	4	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	5	0	0
Asian or Asian British – Indian	2	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

There are some exceptionally good aspects to the school's provision and overall the quality of education is **very good** and there has been very good improvement since the previous inspection.

Teaching and learning

Teaching and learning in the Foundation Stage and in Years 1 and 2 are **good** and in Years 3 to 6 they are **very good**.

Main strengths and weaknesses

- Teachers foster very warm relationships with pupils and expectations of good behaviour are very high.
- Careful assessments of what pupils know, understand and can do lead to the provision of work that is very well matched to pupils' needs.
- Teachers use very good strategies, including the marking of work, to involve pupils in their own learning and this motivates them to try their best.
- In the Foundation Stage, children are very keen to write because the staff is knowledgeable about the best methods for teaching writing.
- Teachers use good methods to develop pupils' skills in thinking out problems for themselves, although there are still areas for development here.
- Subject knowledge is sometimes exceptionally high, generally very good, with just a few occasions when it falls short.
- Learning support assistants have very good relationships with pupils and make a good contribution to their learning but, in some lessons, teachers do not make good enough plans for their effective use.

Commentary

10. An ethos of high expectations is very securely established through the school. The expectation that pupils will behave well and work hard is fostered by many achievement awards, some specifically for subjects such as physical education. Pupils' motivation is increased by teachers sharing with them what they expect pupils to learn at the start of each lesson and checking with them whether this has been achieved at the end. When work is marked, many teachers take account of the objectives of the lesson and comment accordingly on how well they have been achieved. During question and answer sessions, a correct or imaginative answer is often acknowledged by one or other of the many rewards. For example, pupils in Year 5 worked in small groups with great enthusiasm on a library quiz to find the answer to a number of tricky questions about the historical period they were studying. The winning team showed off their achievement award with pride. Warm and caring relationships, based on an understanding of pupils' needs, are evident in each class. Teachers encourage pupils who struggle with work and value their responses so that pupils have no worries about offering an incorrect answer.
11. Teachers' planning for individual lessons shows that careful thought has been given to how well pupils have done in previous lessons, with alterations being made if the rate of pupils' learning is different to that anticipated. During lessons, teachers use questions well to assess pupils' understanding as explanations or tasks proceed. This results in all pupils, including those from minority ethnic groups, making good gains in their learning. In a very good question and answer session in Year 1, the teacher used a simple method of 'thumbs up or thumbs down' for all pupils to respond to questions. In some lessons, however, only a few pupils were called upon to answer, and strategies to include all were limited. Occasionally, opportunities are missed to ask open-ended questions and so to develop thinking. In all lessons, teachers set tasks at different levels of difficulty. These are often very well planned to suit the learning needs of pupils. Occasionally, pupils with special educational needs and those who learn more slowly than others are helped by adult support when a change in the nature of the task would suit better.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	7 (19%)	22 (60%)	6 (16%)	0	0	0

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

12. In most lessons, clarity of explanations and a high level of challenge indicate that teachers have a very good knowledge of the subject and the best methods to teach the skills involved. This high level of subject knowledge was apparent in the best lessons particularly in mathematics, English, ICT and design and technology. Nearly all of the teaching in Years 3 to 6 was good or better. In these year groups, teachers have benefited from a continuous process of improvement, led by the example of the deputy headteacher whose practice, knowledge of methods and teaching strategies are very good. In Years 1 and 2, teachers work very well together as a team but have had less time to establish agreed best methods and practices. In the Foundation Stage, the teaching of writing benefits from the staff's very good knowledge of how to encourage children to write using letter sounds and words they know or can copy for themselves. Good opportunities for them to write as they participate in play helps in the process. In the satisfactory lessons shown in the table above, pupils all made gains in their learning, but in one or two parts of the lessons, learning slowed. The main reasons for this were that pupils were not clear about their task, explanations were unclear, or the challenge of the task was inappropriate.
13. The school has recently increased the number of classroom support assistants, and they make a valuable contribution to pupils' learning. In some lessons, particularly when teachers talk to the whole class or direct a whole-class lesson, their contribution is limited. Occasionally, classroom assistants are not as effective as they could be because they have not had sufficient training in best methods. This, however, reflects the new appointments among staff, and not the school's provision for training, which is very good.

The curriculum

The school has developed curriculum planning so as to offer a relevant and rich curriculum while still maintaining high standards. The curriculum has some very good features and overall is **good**.

Main strengths and weaknesses

- Pupils' creativity, physical and personal development are planned for very well within the curriculum.
- The curriculum is made relevant by good links between subjects.
- There is good provision for pupils with special educational needs.
- In the Foundation Stage, good planning develops children's language effectively.
- There is a very rich and varied programme of experiences for pupils outside the school day.
- The very attractive accommodation and indoor environment celebrates and promotes pupils' achievements.
- Although co-ordinators generally monitor the curriculum well, in Years 1 and 2 checks on planning have not highlighted where improvements are needed in mathematics and science.

Commentary

14. Planning in literacy and numeracy is good. Learning is made relevant because of very good links between subjects. Elements of personal, social and health education, for example, are interwoven very effectively into a number of subjects. There is a very good focus on developing

pupils' spoken language through discussion and collaborative working. In the Foundation Stage, stimulating play areas encourage and develop children's spoken language and planning reflects the national guidance well. The school places great emphasis on developing pupils' creativity in subjects such as art and design, design and technology, music and dance and these make a significant contribution to pupils' enjoyment in learning. At the previous inspection, the school was asked to develop investigative work through practical activities and make fuller use of reading skills in research. This has been done well. There has been very good improvement in curriculum planning since the previous inspection. All statutory requirements are met, including teaching about drug mis-use and sex and relationships as defined in the school's policy.

15. All co-ordinators ensure that, in their subject, skills and knowledge are built up effectively year-on-year. This has resulted in good progress through Years 3 to 6 so that pupils attain standards above expectations. In science in Years 1 and 2, there is a rolling programme for two years to accommodate the mixed age groups and work is well planned to develop pupils' interest. However, there have been insufficient checks to ensure that pupils in Year 2 are challenged sufficiently by working at the level for their age, and for those of higher attainment at the level above. In mathematics, work in both classes with pupils in Year 1 has not been checked sufficiently to ensure that the same level of work is covered.
16. The curriculum is adapted very well for pupils with special educational needs, including those with Statements of Special Educational need. Provision, overall is good and in Years 3 to 6 it is very good. Pupils have individual education plans of good quality that target those aspects of work they have difficulty with in both literacy and numeracy. There are good catch-up programmes and the special needs co-ordinator keeps a regular check on pupils' achievements so that they can move on to the next stage of their learning quickly. Teaching assistants develop very good relationships with pupils and generally support them effectively. Occasionally, teaching assistants are unsure of the objectives for pupils' learning when supporting small groups and some opportunities to use innovative strategies are missed. All teachers take care to ensure that pupils who are withdrawn from class for short periods of time are included in lessons on their return.
17. When walking through the school, the visitor is immediately struck by the quality of the environment. The indoor accommodation has recently been improved and it is now very good to support pupils' learning. Some displays are outstanding and all are of a very high quality. In Years 1 and 2, for example, very good displays in the communal areas and in classrooms tempt pupils to touch, investigate, read captions and explore numbers. Because pupils' work is celebrated so well, they have pride in their work and are keen to learn. The ICT suite and the library, both relatively new additions, are used very effectively to support learning. The many after-school and lunchtime clubs and activities are well attended. Music, sport and the arts are promoted very well outside of school time by visits, both residential and of a shorter duration and by participating in a wide range of competitive activities.

Care, guidance and support

The provision for the pupil's care, welfare and safety is **very good** with the school providing a safe and caring environment. The excellent relationships between adults and pupils ensure that the pupils receive **very good** support and guidance based on their individual needs. Involvement of the pupils in the school's development is **excellent** with the school council playing a prominent part in school life. This is very good improvement since the previous inspection.

Main strengths and weaknesses

- All staff contribute towards the very effective procedures to ensure the safety and welfare of the pupils.
- The views and concerns of pupils are important to the school.

- Pupils have confidence and trust in the staff and know that they will be treated fairly.
- Although the school takes good precautions to ensure all pupils are absent with their parents knowledge, it does not act with extra vigilance by contacting all parents, with regard to an unknown first day absence.

Commentary

18. The staff and governors ensure that the school is a safe and happy place so that the pupils can learn and develop in the best possible way. The school undertook a Health and Safety Audit in January and also published a new Child Protection Policy to take into account changes in legislation. The Child Protection Officer is the deputy headteacher who has experience of Child Protection from a previous post. She has issued a Child Welfare and Protection Information Booklet for all adults working at the school so that the policy is clear and procedures can be easily understood. Reporting of concerns has been kept as simple as possible to reinforce the clear message in the booklet that to do nothing means the worst possible outcome for the child.
19. Because the views and concerns of pupils are important to the school, the school council is a prominent part of school life. Members are democratically elected with the leader of the Parish Council adjudicating over the election so that all pupils realise the importance of the event. Members are fully aware of their responsibilities towards the class councils, their meetings are frequent and well advertised and members take their duties seriously and report back conscientiously. Because the meetings and communication with the headteacher are all formal, with a minimum of intervention from staff, the independence of the council and self-esteem of its members are high. There have been many physical improvements the council has made to the school's environment but the council also has the confidence to challenge previous school policy so that, owing to their efforts, girls will soon be able to wear trousers in school. A more recent suggestion, from the Year 4 class council, is that each class has two 'problem solving counsellors', a boy and a girl from Year 6 to discuss problems that the younger pupils may have. This thoughtful and caring attitude fully reflects the confidence of the school council and the Christian ethos that runs through the whole school.
20. Pupils have excellent relationships with the adults in the school so that problems can be quickly identified and resolved. Being within a small community, staff have knowledge of a child's family circumstances so that changes in academic performance or a change in behaviour can be related to causes that occur outside of school. Induction of pupils into school life is good with 'Playground Friends' ensuring that no new arrival feels alone. The school welcomes the family of children from the armed services with an introduction pack that includes information on other organisations in the village. The school maintains good links with the services so that pupils who arrive during a term are monitored and able to quickly settle into their new school.
21. If a child is absent, the policy of the school is to contact the parent on the second day if there is no explanation. In certain circumstances, the school does contact the parent on the first day of absence. The school believes that the majority of parents act responsibly and inform the school if their child is absent, but it would safeguard pupils if all unexplained absence was queried on the first day.

Partnership with parents, other schools and the community

The school has **very good** links with parents, other schools and the community. Improvement since the previous inspection has been good.

Main strengths and weaknesses

- Parents are informed each term about the curriculum area their child will be working on and reports are of a high standard.
- Links with the church and the wider community are strong.
- Parents receive very good quality information and their views are sought.
- Parents of pupils with special educational needs are very well supported.

Commentary

22. The school produces a great deal of information for parents so that they feel informed of their child's progress and have a high regard for the school and its staff. Each term parents receive details on the areas of the curriculum their child will be working on and also advice and encouragement to participate in their child's learning so that they become involved in their child's development. The annual written reports on a pupil's progress are comprehensive and paint a clear and complete picture of each child so that parents can easily understand their child's progress. Because reports contain targets from the Reception year onwards and also teacher assessments for Years 2 and 6, parents are able to assist in their child's learning and have a clear understanding of their child's progress. The headteacher comments on every report and clearly states if a parent can further assist the development of their child. Parents of children with special educational needs are given extra support, information and guidance so that they can understand and support their child's development better.
23. Links with the church are very strong with the vicar playing an active part in the life of the school. The school makes use of the close proximity of the church so as to introduce children to church life and to reinforce the ethos of the school. Links with the village community are strong with the Parish Council awarding citizenship awards and participating in the election of the school council. Several members of staff from a large national company nearby act as volunteer reading partners for children at lunchtimes. The school also enthusiastically participates in sporting and musical events with other schools so that the children benefit from a wide range of experiences to aid their development.
24. The quality and frequency of newsletters is very good, parents are encouraged to help in school and the level of support parents provide for their children's learning is high. Parents help in several extra-curricular activities and the parent-teacher association raises considerable funds to support school activities and projects. The school produces good quality questionnaires for parents and works hard to develop communication with parents.
25. It is not routine practice for parents of Years 1 and 2 pupils to take their child into the playground prior to school or to wait in the playground for their child after school. The school has decided on this arrangement because of the smallness of the area, and this is a sensible decision in many ways. Nevertheless, some parents feel that they are not encouraged to enter the playground, and so cannot exchange with teachers minor matters on a daily basis. Similarly, parents do not take their child into class in the morning in the Foundation Stage and this limits parents in sharing with their child day-to-day learning or school experiences.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and governors is **excellent** and management is **very good**.

Main strengths and weaknesses

- The headteacher has clarity of vision and firm determination to provide the very best quality of education for the pupils.
- The governors work in close partnership with the headteacher and staff.

- The committed staff team looks to the deputy headteacher as an excellent role model, both as a teacher and a subject co-ordinator.
- There is a rigorous approach to addressing any aspects of school life in need of development.
- Induction procedures are very good and make a positive impact on the morale of teachers newly appointed or working temporarily in the school.
- All of the school's resources are generally used to best advantage but there has not yet been a whole-school approach to making the best use of classroom assistants' time.

Commentary

26. The headteacher provides excellent leadership. Clarity of vision has led to the secure establishment of common aims and values. The plain but lucid mission statement of "Believe, Belong, Be the best that you can be" is firmly established for both pupils and adults, and unites the school community. The headteacher provides clear direction and focus for the school and her strong commitment to the staff and pupils makes this a major strength. All members of staff carry out their roles to the best of their ability and the deputy headteacher is an excellent role model. The positive and very productive partnership with governors has created a corporate approach to decision making in which all stakeholders have ownership. At the time of the previous inspection leadership and management were very good. This high quality has been maintained and improved upon.
27. All the staff, including non-teaching staff, understand the policies that underpin the school's work so there is a high level of consistency in the management of behaviour and in ensuring that all pupils, including those from minority ethnic groups, are included in the school's provision. Relationships are exceptionally good and there is a caring atmosphere based on consideration for the whole child. All pupils feel valued and develop their confidence and self-respect to a high degree.
28. Both formal and informal systems for monitoring and improving performance are used very effectively. All staff benefit and are given opportunities to build on their professional skills. New staff members are made welcome and quickly provided with the information and support they need to become an effective part of the school team. This has been particularly creditable in view of the number of staff who have gone on to promotion. The school uses all data available to judge its performance. There is rigorous analysis of test results and information is used to identify any aspects in need of development in planning and teaching. The school uses ICT in this process but has not yet developed a spread-sheet system for school managers to see at glance whether pupils make their expected progress.
29. Well chosen priorities, clear action plans and a rigorous approach to monitoring have led to a successful focus on raising standards over the past four years. Recently the school has tackled raising standards in writing and mathematics and both have been successful. The school has begun to look at innovative ways of organizing the curriculum and new methods of teaching and learning. While there are some good aspects of this work, there is room for further development.
30. The leadership provided by subject co-ordinators is very good. They take responsibility for the standards in their subject and are strongly committed to driving their subject forward. They check teachers' planning thoroughly, observe lessons and ensure priorities for improvement are accurately identified. Because of well defined corporate methods of working, all co-ordinators feel committed to improvements and budget expenditure whether it is in their subject area or not.
31. The leadership of the Foundation Stage is good. Staff are efficient and have a good understanding of the needs of the youngest children in the school. The special educational needs co-ordinator provides good leadership and liaises well with both parents and outside agencies. She ensures pupils receive the support they need.

32. The governing body works very closely in partnership with the school, but it has its own view of the direction and focus for the development of the school. Governors are frequent visitors, observe lessons, monitor performance and hold discussions with staff. Looking for the best possible provision, the governors have drawn up a long-term strategic plan that in many aspects is very ambitious. However, they have helped the school towards very good development of the site and accommodation and are looking to improve these areas even further.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	580,007	Balance from previous year	68,462
Total expenditure	584,879	Balance carried forward to the next	63,590
Expenditure per pupil	2,565		

33. The governors are conscientious about carrying out their legal responsibilities, and all statutory responsibilities are met. They have a good understanding of including all pupils in the school's provision. Governors provide challenge where appropriate and give excellent support. Administration of the school's finances is very thoroughly monitored and there is exceptionally good planning for spending. Checks on the value of money spent are rigorous and care is taken to ensure that nearly all resources are used as effectively as possible. The recent decision to increase the number of classroom assistants has provided many benefits to pupils' learning but there is no whole-school monitoring process to check on the effectiveness of this decision.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **good** and there has been good improvement since the last inspection. The new guidance for this age range has been successfully introduced and the outdoor play area developed. Children start in the Reception class in the September following their fourth birthday. Attainment on entry is below what is expected for children of this age. By the end of the Reception year indications are that children will reach the early learning goals in all the six areas set for their learning. This has not always been the case in previous years when the quality of provision was not as good as it is now.

Strengths of the provision are:

- There is a good induction programme.
- Leadership and management are good.
- There is very good teamwork.
- Assessment is very good.
- Opportunities for children to learn through play are generally good.

Whilst indoor accommodation is adequate, space is limited and in a few instances this affects the quality of provision. A good relationship exists with parents, but at the start of the school day they do not have the opportunity to settle their child and involve themselves in the learning for that day.

Parents appreciate the good induction arrangements. Positive links are established with parents, all of whom support the school well, prior to children entering the Reception class. Parents are given good information about what is going to be taught each week and they are welcomed into school at any time when they have concerns. At the start of the day, parents leave their child at the school gate and so do not have the opportunity to share in the early morning activities or to build on their knowledge of their child's learning. The co-ordinator leads and manages the Foundation Stage with great enthusiasm and this is communicated very well to staff and children. Staff know the children very well and a very good system of recording their progress enables staff to see at a glance how well each pupil is achieving.

There are 35 children in the Reception year group. The school manages this larger than usual number well. A group of children work in the Year 1 class on literacy and numeracy activities. There is careful organisation to ensure that the groups rotate appropriately each day. When gathered round the teacher at whole-class times, there is little spare room and, as a result, when the teacher calls a child to the front to demonstrate or choose a number of letter, for instance, it is difficult for them to do so and the teacher is restricted in her demonstrations. The room has many colourful and well designed areas of learning that attract children's attention, perhaps most notably the superb 'medieval castle' but lack of space affects the quality of some, for example, the book area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Adults provide very good role models.
- Activities are generally well planned to match the personal and social needs of different pupils.
- Children's confidence and self-esteem is developed very well
- There are good opportunities for children to learn to negotiate with others through play but a few activities lack sufficient structure to encourage social interaction.

- Not all children help with tidying away as well as they should.

Commentary

34. A high priority is given to this area of children's development. When they start in the Reception class, many find it difficult to pay attention to others, to share resources and some are timid or lack confidence. However, the very good relationships that are built between adults and children help confidence and self-esteem to increase quickly. Teaching is good and children achieve well. During whole-class discussion times the teacher values children's contributions very well. Activities are planned to match children's personal and social needs. For example, when four children presented a short dramatization of the "Three Bears" to the rest of the class, all carried off their roles and spoke their lines confidently with only the occasional look at their leading adult for encouragement. Because it had been planned to involve some children who were generally timid, this was very good achievement. The headteacher visits frequently and shares in children's play, modeling how to compliment someone, for example, in their role as medieval knight or lady. Most independent play activities provide good opportunities for children to negotiate but a few lack sufficient structure to develop this fully and this results in some disagreements: for example, when children did not want to let others have a turn in the basket ball game. There are high expectations of children's participation in tidying away resources, but some children do not respond as well as they should. Tidy-up routines are satisfactory but some opportunities to make this fun, but rigorous, are missed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a strong focus on language development.
- Children quickly develop confidence in writing independently.
- The classroom environment provides lots of examples for children to understand the purposes of reading and writing.
- The school's involvement of parents in helping their child learn to read is very effective.
- Space for the book area is limited.

Commentary

35. Although only one session of teaching was seen, and this was good, other evidence of provision indicates that teaching is generally very good and children show good achievement overall and very good achievement in writing. Children working in the Year 1 class are encouraged to participate in whole-class question and answer sessions, and they benefit from hearing the older pupils identify and use letter sounds at a level beyond their own. Children have been taught how to form letters, and most confidently build simple words using the sounds that they know. Examples of children's writing from November onwards, indicate that lower attaining children move quickly from making marks that only marginally represent a letter, to clear strings of letters to represent a word with an initial sound that is correct. Higher attaining children start to use the key words they have learnt, mixed with their own spellings and words they copy to write sentences. Teachers watch children as they write so as to prompt skilfully with a letter sound when a moment of discouragement occurs. A very good system of sending home books, words to learn and games that make learning words fun is maintained effectively by classroom assistants. Parents are very conscientious in playing their part in helping their child learn to read. Reading is taught in whole-class sessions and adults make time to share books with children individually. However, the book area doubles as the central seating area and the display of well loved stories is not eye catching. Lack of space means

that there is no quiet spot for children to enjoy a book or share with another the current story for the week.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Good use is made of daily routines and creative activities to develop mathematical understanding.
- A good check is kept on children's achievements.
- Teaching is generally good but occasionally activities fail to capture children's interest.

Commentary

36. Staff use daily routines very well to develop interest in counting and numbers, and as a result, all children show curiosity about numbers and joining in counting activities. The morning register session and the daily routine of counting numbers and recording those having a cooked lunch or packed lunch is used to good advantage to create colourful block graph. Children enjoy participating in this and it provides a very good visual record of numbers. Teaching is generally good children achieve well. Those of average and higher attainment count reliably up to ten and are already able to use the vocabulary of addition and subtraction when working out simple sums using pennies. In an activity involving one-to-one matching, lower attaining children were reluctant to count because they were more interested in playing with the plasticine than fulfilling the requirement of the task. However, there are a wealth of opportunities for children to talk about numbers, money, measurement and shape as they play and when they create pictures. A very good simple activity in the sand kept two children engrossed for almost half an hour; searching and sorting coins of different value buried in the sand. Staff note children's achievement and keep a check on how well they are achieving the steps towards the goals set for the end of the year. This information is used effectively to plan future learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Staff encourage children to ask questions and to be observant
- The classroom environment provides good opportunities for investigation
- Stories are used well to differentiate between the past and present
- Opportunities for children to select tools and techniques independently are limited.

Commentary

37. Although only one session was seen when this was the focus of children's learning, the many opportunities available in the classroom for children to develop their learning about the world around them and to observe changes are evidence of the good provision in this area of learning. In a simple activity outdoors building with blocks, timely intervention from the classroom assistant resulted in children creating a row of houses out of plastic blocks; "It's a street like mine" explained the proud builder. In a good lesson on porridge making, questions were asked and answered as the mixture heated and thickened. The role play area, with its realistic resources providing experience of a time when clothing and household artefacts were different to the present day, helps children to differentiate between the past and present, as do

the photograph albums of remembered events. Construction resources are easily accessible for children during the times when they can choose their own activities but opportunities to select tools and techniques are limited because lack of space means there is no permanent area for making, using materials such as card, paper or material.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**. This is based more on teachers' planning and in observing the opportunities available in the classroom environment than on direct observation.

Main strengths and weaknesses

- All children have access to a secure outdoor area with a range of different resources.
- The staff are all involved in daily outdoor play activities.
- There is a weekly physical education session in the hall. (not observed)
- Children with special educational needs because of physical difficulties are supported very well.
- Some outdoor activities do not provide enough structure to enable pupils to collaborate and negotiate the following and making of rules.

Commentary

38. Only a limited amount of direct teaching in this area was observed, and this was satisfactory, as are children's achievements. Children are given good opportunities to develop their skills in outdoor activities. They climb, jump and run to avoid each other at the level expected for their age. They enjoy using the climbing frame, which was acquired with the help of the family of a pupil with very significant physical needs and is a bonus for all children. Staff respond very well to ensuring the safety of children with special physical needs and, as a result, these children make very good progress in gaining confidence. Staff generally support outdoor play well, but occasionally activities are not given enough structure to ensure that children take turns or devise their own turn-taking rules. This led to some children waiting for a long time to use the ball in a basket ball game and when using the mouse on the computer. There are good opportunities for children to manipulate materials and objects and they gain increasing control over the small tools and various materials that they handle, as was seen in the records of children's use of pencil and crayons.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children's imagination is fired through very good role play areas.
- Stories are used effectively to develop language and explore feelings and ideas.
- Teachers provide good opportunities for children to explore spaces using building blocks
- Although children have good opportunities for picture making, paint and other media are not readily accessible in a designated area.

Commentary

39. The children are offered a good range of interesting creative activities each day. Teaching is good and children achieve well. Independence and confidence are increased as they explore different roles in well resourced play areas. At the time of the inspection, the classroom was dominated by a very intriguing 'medieval' castle replete with a range of costumes for taking on the role of princess, prince or knight. It was a very popular choice but limited to four so that children had time and space to develop their ideas. Staff interaction in role play successfully improves the quality of children's play or the retelling of a story. Good construction areas both indoors and outdoors allow children to make and explore enclosures and high blocks. Staff allow children to make decisions and only intervene when appropriate. Displays show evidence of children using a wide range of media including paint and collage but the painting and picture making area in the classroom is small and cluttered. It is not set up for use on a daily basis which limits children's exploration of the techniques they have learnt.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good** and there has been very good improvement since the previous inspection.

Main strengths and weaknesses

- Pupils' achievements are very good in Years 3 to 6 and by the end of Year 6 their attainment is well above average.
- Pupils read with enjoyment and have a good knowledge of books and authors.
- Teachers promote the use of language very well and pupils' skills in speaking and listening are above average.
- Teachers provide good opportunities for pupils to use reading and writing skills in other subjects.
- Good leadership and management have resulted in consistent improvements in the subject.
- In Years 1 and 2, lower attaining pupils do not make enough progress in using the letter sounds they know when they read.

Commentary

40. Many pupils start in Year 1 with below average skills in English. By the end of Year 2 they attain average standards. This good start is built on through Years 3 to 6 so that by the end of Year 6, standards are well above average. A similar pattern has been evident year-on-year in national test results. Pupils' achievements are good in Years 1 and 2 and very good in Years 3 to 6. Pupils with special educational needs make good progress towards their individual targets. Generally, their needs are identified early and a good programme of support is provided. In national tests for pupils at the end of Year 6, the standard achieved by girls is much better than that of boys. The school has introduced some good strategies to raise the attainment of boys and evidence on inspection indicates that these are beginning to be effective.
41. Teachers impart a love of books to pupils. The emphasis on the enjoyment of reading in the first two years is very successful in developing positive attitudes towards books. Teachers encourage pupils to discuss characters and events and model expressive reading. Higher and average attaining pupils in Year 2 read fluently, expressively and some use a range of methods to read unfamiliar words. However, lower attaining pupils in Year 1 find it difficult to work out simple words using letter sounds and, as a result, some do not make as much progress as they should in reading. Parents support their child's reading well at home and classroom assistants play a valuable part in ensuring an effective exchange of books between home and school. In Year 6, all pupils read well; those of higher attainment read challenging material and use higher order reading skills of prediction, skimming and scanning. At all ages, pupils take pleasure in reading and name their favourite authors. Pupils understand how to use research skills that are appropriate for their age and are supported by fun strategies such as the library quiz. Teachers ensure pupils have the experience of writing for a variety of purposes and, as a result, pupils alter their style to suit different genres. Spelling is taught systematically and handwriting skills are developed well. This results in good presentation, overall.
42. All pupils, including those with special educational needs, develop good speaking and listening skills. As a result, they follow instructions very well and share views and opinions in discussions. They respond enthusiastically to questions and contribute vigorously during group interaction. Vocabulary is enriched and extended through all subjects.
43. The quality of teaching is good. Lessons seen were satisfactory or good, with the majority good. However, evidence from pupils' books indicates that teaching is often of a higher quality. Teachers are secure in their knowledge and understanding of the subject. Planning is detailed and based on thorough assessments of what pupils know and can do. Teachers focus sharply

on planning interesting and engaging lessons which involve all pupils. This encourages excellent attitudes to work. Pupils display sustained concentration and always try to do their best. In one lesson ICT was used to good effect. Those pupils who have special educational needs are supported well by classroom assistants. In group sessions, the very good questioning skills of staff ensure that these pupils understand the text they are reading. Opportunities are occasionally missed to make better use of classroom assistants during the first part of the lesson, when pupils with special educational needs would benefit from additional support during the whole-class session.

44. The school is beginning to develop some innovative methods to further improve the quality of teaching. For instance, there is a good emphasis on the use of collaborative or partner work. In Years 3 to 6 the promotion of thinking skills and 'mind mapping' have already had a good impact on helping pupils understand their own learning. However, the school has not focused on the use of different styles of learning and this is particularly noticeable in the teaching of letter sounds for pupils in the younger classes. The good practice of identifying an action or feeling to recall a sound is not used to help those pupils who learn best in this way and as a result some find it difficult to remember the sounds made by different letters.
45. The co-ordinators lead and manage the subject well. They are knowledgeable and enthusiastic. Colleagues are well supported by the subject leaders and together they work hard to bring the curriculum alive for pupils; for example, by fun during Book Week when pupils and staff dress up as characters from a favourite book. The subject is monitored frequently by the co-ordinators and headteacher, who also check on the quality of teaching and learning in the classroom.

Language and literacy across the curriculum

46. The school plans good links between subjects so that pupils can use their skills in reading and writing. There are good opportunities in science, history and geography for pupils to read additional material in relation to the aspects studied and to record their findings in writing for variety of purposes. Good opportunities for pupils to develop spoken language through collaborative work are effective in promoting spoken language.

MATHEMATICS

Overall, provision in mathematics is **good** and the subject has made good improvement since the previous inspection.

Main strengths and weaknesses

- Pupils' achievement in Years 3 to 6 is very good because of very good teaching.
- Pupils respond positively to teaching, demonstrating very good attitudes to their learning.
- The co-ordinator has ensured a whole team approach to analysing weaknesses in tests and this is having a direct impact on raising standards.
- Assessment information is used well to plan future work.
- Where pupils in the same year group are taught in different classes, in the infants, there is some inconsistency in the planning of work and the level of challenge.
- There are some missed opportunities to make the most effective use of teaching assistants in meeting all of the pupils' needs;

Commentary

47. In 2003, results in national tests at the end of Year 2 were below average and well below when compared to similar schools. However, action taken to improve planning, teaching and learning has been successful and currently the standard of pupils' work in Year 2 is average. Pupils' achievements through Years 1 and 2 are good because their attainment was below average at the end of the Reception year.
48. Results in national tests for pupils at the end of Year 6 in 2003 were above the national average but well below average in comparison to similar schools. This is explained in some measure by the high number of pupils who enter and leave the school part way through their primary education, and because some aspects of mathematics were not given sufficient attention through Years 3 to 6. This has been rectified in the planning for the current year. In the current Year 6, standards are above average and there are no gaps in pupils' knowledge. There is a good level of challenge in lessons to pupils of all levels of attainment and overall, in Year 3 to 6, pupils' achievement is very good. The co-ordinator has led the staff well in a shared commitment to improve pupils' learning by the analysis of pupils' performance in tests. This is having a direct impact on improving their achievement in number work, in particular.
49. The quality of teaching is good overall. In Years 1 and 2, teaching ranges from very good to satisfactory, and is good overall. It is very good in Years 3 to 6. In Years 1 and 2 teaching is well ordered and generally engages and motivates pupils to learn. Teachers encourage and motivate pupils by telling them what they are expected to learn by the end of the lesson. As a result, pupils demonstrate very good attitudes to their learning. When teaching is very good, well-directed questions challenge all pupils, including those with special educational needs, to explain their thinking and reasoning. This promotes learning, confidence and the use of mathematical vocabulary very well. In addition, teachers extend learning through planning work that clearly focuses on the necessary steps pupils need to make.
50. In Years 3 to 6, teachers' explanations are clear and lessons proceed at a good pace. Questions are well targeted so as to encourage pupils of all levels of attainment to think out the best way to calculate problems. Tasks successfully engage the interest of pupils and teachers use praise and rewards effectively. As a result, pupils demonstrate a keenness to learn and they work very productively. Teachers make very good use of assessment to plan work that is carefully suited to the needs of all pupils. The aims of lessons are shared with pupils and checked to see if they have been achieved.
51. Pupils with special educational needs have good individual plans to help them with aspects of mathematics that they find particularly difficult. Although not observed on inspection, special sessions are planned to boost the achievement of those who are just below the level expected for their age. Teaching assistants often support groups of pupils very effectively but, on occasions their support was less effective because they were unsure of the objectives of a task or how to support during a whole-class teaching session. The co-ordinator monitors teachers' plans and observes lessons to check the quality of teaching and learning. This has generally resulted in good guidance but in Year 1, there is some unevenness in the level of work planned between the two different classes which has not been addressed.
52. The subject is well led. The co-ordinator is a good role model in her teaching and has worked hard to improve teaching and learning throughout the school. All teachers have attractive mathematics displays in classes. A mathematics area full of fun and interest in the communal area near the youngest classes is an excellent resource for further developing and enriching the provision. It is used well by teachers to develop learning and create interest and enthusiasm for mathematics.

Mathematics across the curriculum

53. There are good opportunities in science and geography for developing pupils' skills. For example, in science pupils in Year 4 plotted on a graph the length of jumps compared to shoe sizes. The application of ICT to enhance learning is good, for example pupils used software very effectively in the new ICT suite to measure angles to the nearest degree.

SCIENCE

Provision in science is **very good** and improvement since the last inspection has been very good.

Main strengths and weaknesses

- Pupils' achievements in Years 3 to 6 are very good and standards in Year 6 are well above average.
- Results in national tests at the end of Year 6 have been high for three years, reflecting the good leadership and management of the subject.
- Interest in science is promoted through very good links with other subjects, particularly health education and mathematics.
- The process of scientific enquiry is generally taught well, although pupils' individual questioning and search for answers could be developed further.
- In Years 1 and 2, pupils work hard at science activities but tasks are not always planned at a high enough level for pupils in Year 2.

Commentary

54. Standards in science at the end of Year 6 are well above average and pupils' achievements in Years 3 to 6 are very good because teachers expect a high level of work. Standards in national tests at the end of Year 6 have been well above average for three years. In 2003, all pupils attained the expected level and this indicates a very good level of support for those pupils with special educational needs. The numbers attaining above the expected level was much higher than most schools. These good results reflect the diligence with which the subject has been monitored and the co-ordinator's focus on guidance and training when necessary.
55. In 2003, teacher assessments for pupils at the end of Year 2 showed that standards were below average. Planning in Years 1 and 2 is on a two-year rolling programme and the same units of work are covered in both year groups. Pupils' work is often done carefully with good attention to labeling diagrams accurately and recording findings, such as the sorting of different kinds of paper by their properties. In the current Year 2, the standard of pupils' work is average. In their lesson a few pupils responded well to the challenge of describing how some materials change irreversibly when they are heated indicating that their understanding of higher level of work is good. However, in some units of work, Year 2 pupils have insufficient opportunity to work at a higher level or to begin to recognise when or why a test is fair.
56. Teaching in Years 3 to 6 is very good and in Years 1 and 2 it is satisfactory. Lessons are generally well organised and planned to build on pupils' previous knowledge. Pupils' interest is captured by good resources and a range of different methods for clarifying pupils' understanding of scientific phenomena. For example in Year 5, pupils experience lengthening and shortening the strings of musical instruments and altering the length of pipes to determine what affected pitch. In a good lesson in Years 1 and 2, pupils with special educational needs worked particularly well because careful thought had been given to groups of mixed attainment. However, in some lessons in Years 1 and 2, there is insufficient challenge to pupils' thinking and tasks are too repetitive, and so those of higher attainment are not working to their full capacity. In Years 3 to 6, pupils are given good opportunities to carry out investigations and their work in recording these is of a high quality, but on occasions the step-by-step process of

recording investigations overshadows the importance of pupils asking questions and deciding how to find answers for themselves.

57. The co-ordinator leads and promotes the subject very well. The school has devised a system of ensuring that investigative work is planned for systematically which generally works well, although the structure of the format is such that pupils are not often given opportunities to propose their own hypothesis. In Years 3 to 6, pupils' work shows evidence of some excellent links to mathematics with graphs, tally sheets and comparisons between measurements being carried out with careful accuracy. Diagrams are labeled and drawn precisely and work, such as the design of posters on the dangers of substance abuse, is very effectively linked to personal, social and health education.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good** because teachers make good use of opportunities to develop skills and knowledge in other subjects. Very little direct teaching was observed but evidence indicates that overall teaching is very good.

Main strengths and weaknesses

- Pupils attain above average standards by the time they are in Year 6 and their achievements are good.
- Pupils have excellent attitudes to their work and to collaborating with others.
- Pupils' appreciation of the use of computers in the wider world is enhanced by their familiarity with a wide range of programs used in different subjects.
- The subject has been promoted very well by the co-ordinator.
- The school's computer suite is very well appointed.
- Increasing the number of computers in classrooms is an area for development.

Commentary

58. Since the provision of the computer suite, the subject has come on in leaps and bounds, and there has been very good improvement since the previous inspection when pupils' knowledge and understanding met expectations for their age. Good provision and teaching has resulted in pupils attaining standards above expectations by the time they are in Year 6. Pupils in Years 3 to 6 use ICT in their work to present ideas in a variety of formats at a level beyond expectations for their age. In Years 5 and 6, pupils build their own data base and create high quality multimedia presentations. By Year 2, some of the pupils' work indicates above average standards but overall standards are similar to those of others of their age.
59. The co-ordinator has successfully focused attention on improving pupils' skills and knowledge systematically as they move up the school. Good assessment ensures that teachers plan work that meets pupils' needs. There is a good level of challenge, as was seen in a Year 3 lesson when pupils worked together in pairs to open and reply to an e-mail. Pupils had already sent an e-mail and were building on that knowledge to understand such things as the use of the inbox and outbox. They quickly appreciated the ways in which they could edit an e-mail and understood that when sending messages, by using the 'reply' facility the address was already in place. Pupils keep their work in individual folders and access them to improve and develop the quality of their work. They have a good understanding of information presented in a variety of formats and in interrogating information that they find.
60. In the two lessons seen during the inspection, teaching was good and very good. ICT skills were taught in a number of lessons alongside learning in other subjects. In a very good lesson in Year 1, pupils learnt to identify properties of objects so as to benefit their understanding of materials in science while learning to use word processing skills to record their findings. Most

pupils could edit and save their work in this lesson, indicating that they were attaining above expectations for their age. In Years 5 and 6, pupils used search engines effectively to select information from different sites to suit the purpose of their research. Teaching is very good because pupils are encouraged to work at their own pace. Pupils with special educational needs make good progress because work is well matched to their level of attainment and support is provided with aspects such as spelling that would otherwise hold them back.

Information and communication technology across the curriculum

61. Teachers make good use of ICT to support learning in other subjects. This gives pupils a very good understanding of its use in the wider world. It is used by pupils at home for gathering information and for presenting their work.

HUMANITIES

GEOGRAPHY

Only one lesson was seen in geography, so overall judgements cannot be made.

62. The enthusiastic co-ordinator for geography supports and promotes the subject well. All requirements of the National Curriculum are planned for properly and there is a very good emphasis on developing skills as pupils move up the school. The school's very good system of assessing how well each pupil is doing provides clear information for teachers to plan to meet pupils' needs. There are good displays that promote understanding of aspects such as map reading and knowledge and understanding of different localities. Pupils have very good opportunities to acquire knowledge using field work in the locality as a starting point.

HISTORY

Provision in history is **good**. There has been good improvement since the previous inspection.

Main strengths and weaknesses

- Standards of work are above average and pupils' achievements are good.
- The subject co-ordinator provides enthusiastic leadership.
- Teachers provide good opportunities for pupils to learn through first hand experiences.
- Good links are made with other subjects, particularly ICT.

Commentary

63. By the time pupils are in Year 6, they reach standards above those expected for their age group. They have good knowledge of the different periods that they have studied and can make comparisons between different periods of time. Because they have been given good opportunities to research different accounts of the same event they have a good understanding of how historical events can be interpreted in different ways.
64. In Years 1 and 2, pupils' work shows that they are developing a good understanding of the difference between the lives of people in the past to the present day, and standards are as expected for their age. There is a good focus on providing pupils with opportunities to learn from first hand experiences such as visits to museums, handling real artefacts, meeting visitors who describe life in the past and pictures of the past. In a good lesson in Year 1, pupils examined pictures of household objects from past times, together with those of the present day. Lively discussions took place on what might be the use of such items as a toasting fork and a hot water bottle.

65. Teaching is good. Lessons are well prepared, and planned so as to build on previous knowledge. Good opportunities for discussion either as a whole class or in groups develop pupils' skills in speaking and listening. Higher attaining pupils are challenged to think out reasons for the way things were in the past. Pupils with special educational needs are provided with work that is adapted to match their level of understanding. The co-ordinator has ensured that teachers focus on history skills and that these are developed consistently as pupils move up the school.
66. There has been a continual update of reference resources throughout the school. These are developed to include primary and secondary source material. ICT is used very effectively in the older year groups. History is often used as a starting point for art, as with the unusual portraits of Tudor kings and queens using a collage technique. Work is well presented and it is obvious that pupils enjoy learning about the past.
67. The co-ordinator is an effective leader of the subject and she supports staff well. She ensures that the teachers are confident and well equipped to inspire pupils. Good assessment procedures check on pupils' progress and provide good information for planning work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In recent years, the school has focused on developing creative opportunities in many subjects. Although pupils with special talents are not yet formally recognized, the school's good processes of assessing in these subjects and teachers' good knowledge of pupils ensures that pupils with special talents in the arts are fully encouraged. Displays are very attractive for all subject areas but pupils are not given the opportunity to design and display work themselves, thus giving an increased focus to their independence and creativity.

ART AND DESIGN

In art and design only one lesson was seen in Year 6, therefore no firm judgement can be made on provision.

68. Art and design is promoted very well throughout the school by the co-ordinator who has great enthusiasm for the subject and good subject knowledge. The school has devised its own scheme of work based on developing the skills of pupils and linking this to the work of a famous artist. Pupils' use of paint, texture and textiles is generally of a high standard. Instances of this include the elongated figures and faces painted in the style and colours of the work of Modigliani by older pupils. In a very good lesson in Year 6, pupils identified the use of light in the work of famous painters and chose techniques such as the use of rubbing and stitching to explore the effect of light in their own pictures. The many displays around the school show that pupils' skills and knowledge develop well year-on-year. Pupils' sketch books that were started in September are beginning to be a useful record of their developing skills and knowledge. Pupils in Year 6 understand some of the purposes of a sketch book and value the experiences they have had in art and design. As yet sketch books are not being used to record pupils' comparisons and comments on ideas, methods and approaches in their own and others' work.

DESIGN AND TECHNOLOGY

Provision in design and technology is **very good** and improvement since the previous inspection has been very good.

Main strengths and weaknesses

- Teaching is very good and sometimes outstanding, and pupils improve their skills very well in lessons.
- Pupils have very good attitudes to the subject.
- The co-ordinator provides excellent leadership and management of the subject.
- Planning is well linked to work in other subjects.

Commentary

69. The standard of pupils' work by Year 6 is above average and pupils' achievements are very good. This is apparent in all strands of the programme of study. Pupils' achievements are built on year-on-year and teaching is of a very high standard. Pupils have very good knowledge and understanding of a wide range of techniques. Pupils in Year 5, for instance, could describe what makes an effective join for fabric or card and in Year 4 pupils knew at least four mechanisms to use to make a pop-up page. The co-ordinator has developed design booklets from the youngest classes upwards, and these secure pupils' understanding of the process of design very well. Teachers are very knowledgeable about the subject. There is a very good whole school plan that identifies skills and knowledge so that lessons effectively build on pupils' previous understanding and skills. In an excellent lesson in Year 4, for example, the teacher was able to remind the pupils of what they had done in a previous project so that they could identify the range of techniques needed for their current work. Displayed work around the school provides evidence of pupils' skills in making and a high level of finishing.
70. The co-ordinator has worked very hard to promote the subject and to provide the necessary training and guidance to ensure teachers' skills and confidence. This has had a major impact on the success of the subject and its good contribution to pupils' personal, social and emotional development. The only small aspect for further development would be to plan more opportunities for pupils to learn about other cultures through the artefacts that they examine or make. Improvement since the previous inspection has been very good.

Example of outstanding practice

The school has developed planning and methods that are much better than in most schools for this subject and this lies at the heart of the excellent teaching seen on inspection. In the first instance, there has been a very careful identification of skills and expectations of the levels pupils should achieve so that teachers' planning for the next level of learning is very accurate. The other outstanding element is the use of a design booklet for each pupil that is differentiated appropriately to the age and level of attainment. The booklet which is given to the pupils at the start of a unit of work begins with 'The Brief', followed by 'The Specification', both terms being well understood by the time pupils are in Year 4. For instance pupils in Year 5 could list the following as requirements; 'safety', 'robust', 'colourful' and 'well finished' in their specification section. The booklets act as both a teaching tool and guidance to pupils. They take the pupil through the whole process of design, ending with the final evaluation of both initial design and made product. At the start of lessons, pupils' enthusiasm for the subject is very evident and they cannot wait to start on the assembly of their finished product.

MUSIC

In music only one full lesson was seen in Year 2 so no firm judgements could be made on provision.

71. A new co-ordinator has made a very good start to leading this subject, which has been firmly established in the school for some time. Music plays an important part in the life of the school. There are good opportunities for pupils to learn to play an instrument of their choice and activities such as hand bell ringing and the junior choir are very well attended. The singing heard in assembly, in choir practice and in a good music lesson in Year 2 was very tuneful and it was clear that pupils enjoy singing and understand some of the ways to alter the tone of their voice to match the mood of a song or hymn. The new co-ordinator is well qualified and has musical expertise. In her short time in the role she has begun to widen the pupils' experience of music from other cultures by the introduction of a rhythmic song from Africa which the school sings in its original language.

PHYSICAL EDUCATION

Provision in physical education is **good**. No judgement was made on the standard of pupils' work as only a few lessons were seen.

Main strengths and weaknesses

- Teaching is good, based on a good framework in which to plan lessons.
- A display of achievements in physical education in each class motivates pupils to try their best.
- There is a very good programme of activities for pupils out of school time.

Commentary

72. Teaching is good and pupils enjoy their physical education lessons. In the two dance lessons seen in Years 1 and 2, teachers developed pupils' interest and skills learnt in previous lessons and in class work, effectively linking their learning to personal and social development. In Year 1, pupils learnt to dance together as a pair, which many found challenging as they were still at the stage of finding it difficult to give others attention. This very good strategy supported the teachers' aim to improve this aspect of pupils' personal development. In the lesson in Year 2, the teacher very effectively developed pupils' use of gestures to express feelings of happiness and sadness. Many achieved a standard of dance above that expected for their age because they improved the quality of their gestures so well during the lesson. They created individual, partner and group dances to express the feelings of joy and contrasting sadness at being asked to join in and then being rejected at play.
73. The school has developed a very good system of recording pupils' achievements on an individual card displayed in the classroom. In the athletics lesson in Year 4, this was used to very good effect as pupils recorded their own personal achievements in a carousel of athletic tasks involving jumps of different kinds. Pupils were keen to improve on their previous efforts.
74. All lessons were based effectively on the well thought-out scheme of work. Assessments are monitored by the co-ordinator to look for ways to improve provision for those falling behind others, or for those with special gifts and talents. One aspect for development is the lack of a clear focus on the structure of different parts of the lesson, to ensure that time is used to best possible advantage for pupils to develop and practise their skills. The co-ordinator and other members of staff give up their time after school very generously, to provide extra training in a wide range of sports, and the opportunity for pupils to compete in local leagues. The school has had success in both winter and summer sporting events.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Although no lessons directly timetabled for this aspect were seen, two physical education lessons, incorporating this element, were seen in Years 1 and 2. A meeting of the School Council was seen, discussions with pupils took place and evidence came from pupils' work in other subjects.

75. Clear identification of different aspects of the national guidelines for this subject are identified when teachers' plan in other subjects. As this leaves some inevitable gaps, the co-ordinator is in the process of checking how these can be filled by the specific 'circle time' discussions that are timetabled for each class; this will then be a finished scheme of work.
76. The school has chosen to interweave aspects of the subject with other learning and this makes it more meaningful to pupils. Two good dance lessons in Years 1 and 2, for instance, put children in touch with their feelings and gave them the opportunity to express these through dance. Work in English, history, geography and science, all showed very good evidence of pupils being given opportunities to understand how to live a healthy, safer life and how to prepare to play an active role as citizens. The other strand of the guidelines that of helping pupils develop confidence and responsibility is generally provided for very well in the organisation of lessons and the whole school. In lessons, for instance, pupils are encouraged to work in pairs and to discuss in groups. The school's very good reward system is appreciated and understood by all pupils. One or two pupils did express some sadness at not having received a particular reward for some time, thus indicating one of the small flaws in the system; that pupils can become too dependant on rewards rather than seeking to achieve an end for its own sake.
77. The very effective School Council (described above) is embedded in the planning for the subject. The co-ordinator, who joined the school at the start of the academic year, is enthusiastic and has good plans to develop the subject further.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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