

INSPECTION REPORT

BUNNY C of E PRIMARY SCHOOL

Bunny

LEA area: Nottinghamshire

Unique reference number: 122751

Headteacher: Mr M Kennard

Lead inspector: Mr K Bardon

Dates of inspection: 1st – 3rd December 2003

Inspection number: 255655

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 controlled
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 57

School address: Church Street
Bunny
Nottinghamshire
Postcode: NG11 6QW

Telephone number: 0115 921 2727
Fax number: 0115 921 3093

Appropriate authority: Governing body
Name of chair of governors: Mr M Peregrine

Date of previous inspection: 14th September 1998

CHARACTERISTICS OF THE SCHOOL

Bunny Primary is a small voluntary controlled Church of England school serving two villages to the south of Nottingham. There are 57 pupils on roll and because of its size the school receives small schools funding. There are currently more boys than girls and the difference is particularly marked in Year 6. Most pupils live in one of the two villages, but about a fifth of the pupils travel from further afield. The housing surrounding the school is predominantly owner-occupied. The area is relatively affluent and some parents choose to have their children educated privately. The proportion of pupils eligible for free schools meals is well below average. A small number of pupils have special educational needs but none has a statement of special educational needs. Very few pupils are from minority ethnic backgrounds and all pupils speak English as their first language. Although there is wide spread of attainment on entry, in most years the basic skills pupils bring to Reception are above average for their age. All the teachers, including the headteacher, have been appointed since the school was last inspected.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11807	Keith Bardon	Lead inspector	Mathematics Science Information and communication technology Design and technology Geography History English as an additional language
9798	Vivienne Ashworth	Lay inspector	
8839	Michael Egerton	Team inspector	Foundation Stage English Art and design Music Physical education Religious education Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Clarendon Court
Carrs Road
Cheadle
SK8 2LA

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Bunny Primary is a good school with the capacity to become very good. Pupils' achievements are good and they learn well in the strong family atmosphere which prevails. Good quality teaching promotes standards of attainment which are above and in some subjects well above average. Parents have confidence in the school and pupils enjoy their lessons. The school is very well led and effectively managed and **gives good value for money**.

The school's main strengths and weaknesses are:

- Standards of literacy are high in all subjects and by Year 6 pupils' attainment in science is well above average.
- Standards in mathematics are broadly average, but pupils do not achieve as well as they do in other subjects.
- The teaching is good in all classes and as a result pupils of all ages make clear and sustained progress.
- Strong leadership and governance have successfully brought the school through a period of considerable change and enabled it to move forwards.
- Pupils are willing learners who approach everything they are asked to do with the same high level of enthusiasm.
- Links between parents and school are very strong and have a significant effect on pupils' attitudes and learning.
- Management is good overall although teachers have not yet had the opportunity to make a full contribution to school development.

Since it was last inspected in 1998 the school has made clear improvement. What was at that time generally a satisfactory school has become a good one. The school appointed a new headteacher and has had a complete change of teaching staff. This has provided an injection of new ideas which is carrying the school forward. The issues contained in the last report have been addressed well and advances have been made in other areas, such as improvements to the accommodation and the effective introduction of the national learning strategies. Very importantly, the new staff and those that have been at the school for some time have formed into an effective team.

STANDARDS ACHIEVED

Throughout the school pupils' achievement is **good**. Reception children achieve well in Class 1 and almost all attain or progress beyond the goals children are expected to reach by the end of Reception.

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

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

Only a small number of pupils take the national tests each year and because of this, results vary considerably year on year. However, when their attainment is measured over time it is clear that both Infant and Junior pupils achieve well and attain standards that are above and in some subjects well above average. Standards are high in all aspects of English and pupils' achievement in literacy

is very good. Pupils' attainment in science has risen in recent years and by Year 6 standards are also well above average. Standards in mathematics are around the level expected but not as good as pupils achieve in either English or science because some skills, such as those needed for solving problems, are not as well advanced.

Pupils' attainment is above expectations and their achievements are good in art and design, physical education and religious education. Insufficient lessons were seen to make a clear assessment of standards in other subjects. Although the theft of the school's computers limited the evidence that could be collected about information and communication technology it is clear that standards are much better than at the time of the last inspection and pupils' achievement is at least satisfactory. Pupils with special educational needs are supported well and make good progress.

Pupils' spiritual, moral social and cultural development is **good** and they mature into responsible young people. Pupils' attendance is very good and they show very positive attitudes to school which have a marked effect on all aspects of their learning. Pupils of all ages get on well together and in most lessons and at all other times pupils are very well behaved.

QUALITY OF EDUCATION

Pupils of all ages are provided with a **good** quality of education which enables them to achieve well. The teaching and learning are **good** and on occasions very good in all three classes and for all age groups. Teachers challenge pupils with well judged questions which keep them on their toes and make them think hard. Pupils respond well by giving carefully considered answers and willingly extend their own knowledge and understanding by finding things out for themselves.

The curriculum provides pupils with a wide range of interesting opportunities to learn. These are enhanced significantly by the regular out of school visits pupils embark upon and with well attended after-school clubs. A strength of the curriculum is the constructive way in which literacy is built into all lessons to give pupils access to knowledge and aid their understanding. The school provides a good level of care for its pupils and supports and guides their development effectively. A very good partnership has been established with parents and links with the community and with other schools are good.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **very good** and all statutory requirements are met. The headteacher shows a strong commitment to the school and has the ability and drive to take it forward. The governing body is highly effective in supporting the school and in challenging it to do even better. The school is managed well. However, because the new teachers have been settling to their classroom duties the headteacher, with the help of governors, has been making almost all of the management decisions. The time is right for this to steadily change and for teachers to become more involved in determining the priorities for school development. The quality of financial management is excellent and the school makes very efficient use of the funds available to it.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the provision the school makes for their children's learning and with the warm and friendly atmosphere in which they are educated. Pupils derive considerable pleasure and sense of achievement from their learning and many describe the school as an enjoyable place to be.

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement and improve the quality of teaching and learning in mathematics so that more pupils attain the higher level for their age.
- Increase the effectiveness of subject management and broaden the opportunities teachers have to contribute to school development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **above the national average** and from Reception through to Year 6 pupils' achievement is **good**.

Main strengths and weaknesses

- Pupils achieve very well in English and attain high standards in all aspects of the subject.
- Standards in mathematics are broadly average but pupils do not achieve as well as they do in many other subjects.
- By the end of Year 6 standards in science are well above average.
- There has been a significant improvement in pupils' achievement in ICT.
- Pupils achieve well in art and design, physical education and religious education and attainment is above average.
- Pupils with special educational needs and those who are particularly high attaining make good progress.

Commentary

1. Only ten Year 2 pupils sat the national tests in 2003 and with such a small number it is inappropriate to publish a detailed table of results. Pupils' performance in the reading and writing tests was well above the national average. The results in reading were much the same as those attained by pupils in similar schools to Bunny Primary and the writing results were above those of similar schools. Results in mathematics were not as good, and while the majority of pupils attained the level expected only one attained the higher level. Consequently results were below the national average and well below those of pupils in similar schools.
2. High standards are being maintained in reading and writing and the attainments of Year 2 pupils are currently well above average. This represents very good achievement in Years 1 and 2 and is indicative of the sustained progress pupils make in English in Class 1. Pupils' achievement in mathematics is satisfactory, particularly in acquiring the basics of addition, subtraction and place value. However relatively few pupils are attaining at the higher level because they are not yet applying what they know well enough in new contexts. Standards in science are better and above average for pupils of this age.

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

Standards in:	School results	National results
English	28.0 (n/a)	26.8 (27.0)
mathematics	27.0 (n/a)	26.8 (26.7)
science	30.0 (n/a)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

3. In comparison with the standards they attained as seven year olds, the performance of Year 6 pupils in the 2003 national tests was very good in English and science and satisfactory in mathematics. These results represent a good level of achievement overall for this group of pupils. However, only one pupil attained the higher level in the mathematics tests and, as with the Year 2 pupils, results lagged behind those in the other subjects.

4. Pupils in the Junior classes achieve well in science and often very well in English. Standards in Year 6 are currently well above average in all aspects of both subjects. Achievement in mathematics is satisfactory and standards are broadly average. Relatively few pupils are working at an above average level in mathematics and it this makes standards lower than they are in English and science. As with the younger age group it is in the applying and problem solving aspects of the subject where the weaknesses lie.

Other aspects of standards and achievement

5. The 2003 test results in English and mathematics exceeded the targets the school had set for pupil's performance at the expected level but were a little short of the targets set for pupils attaining the higher level. The 2004 targets are significantly higher in both subjects and at all levels. These targets accurately reflect a cohort of pupils who did well when they last sat the national tests as seven-year-olds and are appropriately challenging. Currently pupils are broadly on line to achieve the targets but are closer in English than they are in mathematics.
6. Only a small number of pupils sit the annual tests and as often happens in schools of this size results fluctuate year on year. This makes identifying trends in results difficult and often not very productive. However, while the English and science results since the last inspection produce a very positive pattern, this cannot be said of mathematics results. Overall, since the last inspection there has been good improvement in standards generally and very good improvement in English.
7. Most children enter the Reception class with a good range of basic skills. During their time in the Reception class children achieve well in almost all areas of learning and with very few exceptions attain or exceed the Early Learning Goals (the goals children are expected to reach by the end of Reception) before they move into Year 1. Children's mathematical development is satisfactory although they experience more difficulty grasping the basics of number than they do the principles of reading and writing.
8. It was not possible to make a secure assessment of the standards pupils attain in information and communication technology (ICT) as shortly before the inspection the school's computers were stolen. However, it was very apparent from the work pupils could demonstrate on an old computer that standards are significantly better than they were at the time of the last inspection and pupils' achievement is at least satisfactory.
9. Standards in art and design and physical education are above expectations and throughout the school pupils' achievement is good. Pupils achieve well in religious education and their attainment is above the expectations of the locally agreed syllabus. It is not possible from the small number of lessons seen in design and technology, geography, history and music to make judgements of standards of pupils' achievement in these subjects.
10. The school makes appropriate provision for the small number of pupils who have special educational needs and they maintain a similar rate of progress to that of all other pupils. The school is becoming more adept at identifying pupils capable of high levels of attainment and at making appropriate provision for their learning. Some, for example, work for part of the day with older pupils who are at a similar level of attainment. As a result these pupils achieve well.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils' very good attitudes to work help them to make good progress. This is an improvement since the last inspection.
- There are regular opportunities for pupils to develop confidence, the ability to reflect and a sense of responsibility.
- Pupils have a clear understanding of the responsibilities of living in a small community and the importance of good relationships.

Commentary

11. Pupils generally behave very well in and around the school. Although there can be some boisterous behaviour, the pupils do not consider that bullying is a problem and know that school would deal with any incidents appropriately. They enjoy their school and develop very good personal qualities. In lessons pupils listen very carefully to others and are able to work well, independently and collaboratively together. Most pupils are very interested in their work and try very hard to achieve merit points, and the class cups which are awarded weekly. However, on occasions, older Junior can become restless for no apparent reason and this adversely affects their concentration.
12. Relationships between staff and pupils and the pupils themselves are very positive. These are promoted effectively during class assemblies and discussions where good pastoral support from teachers enables pupils to discuss their feelings and concerns. Pupils are able to take on increasing responsibilities as they move up the school by helping in the classroom, taking equipment out to the playground, and with library and office duties. These tasks are taken very seriously and the opportunities are valued by the pupils.

Exclusions

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	54	0	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0

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

13. The high quality extra-curricular provision, in which almost all pupils are involved, promotes very good social and moral development. Pupils know right from wrong and respond well to the high expectations the staff have of them. The annual residential experience which is open to all Junior age pupils is a real strength in enabling them to mature and develop their personal qualities to a high level.
14. Pupils are developing spiritual awareness through the curriculum, in religious education lessons and during their regular visits outside school. The local vicar, together with a Baptist minister, and a representative from the Pentecostal church, visit on a regular basis to take assemblies. Through these, and the other assemblies that are held daily, pupils are able to reflect on their own lives and the world around them. Pupils have gained a good appreciation of their own and others cultures from both the broad curriculum and the extra-curricular activities involving art, music and French. They are able to appreciate different religions well and develop a solid understanding of other people's faith traditions and cultures.

Attendance

Attendance in the latest complete reporting year 2002/3 (97.3%)

Authorised absence		Unauthorised absence	
School data	2.7	School data	0.0
National data	5.4	National data	0.4

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

15. Attendance is very good and very high compared with other schools. This is an improvement since the last inspection. However, some families continue to take holidays in term time which does adversely affect the teaching and learning process for their children. Punctuality is good and most pupils arrive on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a good quality of education. This is the result of effective teaching, a stimulating curriculum, good quality care and guidance and productive links between school and home.

Teaching and learning

The quality of teaching and learning is **good** throughout the school. Teachers assess pupils' work **thoroughly** and use the information constructively in their planning.

Main strengths and weaknesses

- The teachers work well as a team and pupils benefit from good and on occasions very good teaching in all classes.
- Literacy is taught very well and pupils make rapid progress in all aspects of English.
- Although the teaching of mathematics is satisfactory it is less effective than that of other subjects.
- Pupils maintain a good rate of progress because they are prepared to think hard, make decisions and contribute to their own learning.
- Relationships between teachers and pupils are relaxed and positive, producing an atmosphere in classrooms that is conducive to effective learning.
- Lesson planning is thorough and detailed although on occasions teachers use their plans too rigidly.
- Assessment is used well to inform teachers' planning and to keep pupils up to date with how well they are doing.

Summary of teaching observed during the inspection in 21 lessons. In addition four lessons were sampled without teaching grades being given.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	8	4	0	0	0

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

Commentary

16. Overall, there has been good improvement in teaching and learning since the last inspection. All teachers are relatively new to the school and in some cases to the profession itself. They have gelled well as a team and have quickly settled to the task of providing good quality learning for pupils. Because they have only been together for a short time the improved teaching has not had time to impact fully on pupils' achievement in all subjects and further rises in standards can be anticipated. Parents have recognised the effect the enthusiasm and hard work of the teachers is having on their children's education and have very positive views of the learning that is taking place.
17. The teaching of literacy is particularly effective. Pupils are taught the key elements of reading and writing, such as vocabulary, grammar, punctuation and composition, very thoroughly during the daily English lessons and then set tasks in other subjects in which they have to use what they have learned. This is highly productive approach ensures that pupils are constantly extending their vocabulary, developing their writing skills and broadening the scope of their reading. The result is a high pace of learning and confidently literate pupils. The teaching of mathematics is satisfactory. Pupils are taught how to make standard calculations well but are not always given sufficient guidance on how to manipulate numbers in order to solve problems. This makes their learning in mathematics somewhat uneven and slows the progress of higher attaining pupils in particular.
18. Teachers plan and organise lessons well and set clear objectives for pupils to aspire to. This is particular well done in Class 1 which contains pupils from three different age groups and two key stages. The teacher clearly identifies what pupils of different ages are to do, what they are expected to achieve and how the lesson is to be organised to enable all pupils to have the adult support they need. One of the groups in this class is made up of four Reception age children. The care and thought that the teacher puts into the provision for these children and the skilful way in which she draws them into class activities ensures that they learn effectively and in ways that are appropriate to their age. Teaching assistants play an important and effective role, especially in the education of the pupils in Class 1 and in supporting older pupils who need additional help with certain aspects of their learning.
19. Teachers have high expectations of their pupils and often set challenging tasks which make them think hard and encourages them to make decisions for themselves. Relationships between teachers and pupils are very positive and consequently pupils respond well to the tasks they are set. They listen attentively so that they have a good understanding of what they have to do and concentrate hard in order to gain as much as they can from the lesson. Teachers manage classrooms well although very occasionally excess chatter goes unchecked and spoils pupils' concentration. One of the strengths of pupils' learning is their desire to find out things for themselves and their understanding of how to obtain the information they need. This has its roots in the frequent opportunities teachers provide for pupils to carry out research from different sources and to make up their own minds about what the information is telling them. Occasionally teachers let the lesson plan determine the pace of the lesson rather than the speed at which pupils are learning. This can result in some pupils having difficulty grasping the ideas under development.
20. Assessment procedures are good. They have improved significantly since the last inspection and the key issue has been addressed well. Teachers are making frequent evaluations of the progress pupils are making and using the information effectively when planning future lessons. The well judged comments teachers make both during lessons and often when marking work, help make pupils fully aware of what they are doing well and what needs further improvement. Pupils' progress over time is closely tracked and information used constructively to set them personal targets for their further learning.

The curriculum

The school provides a **good** curriculum for all its pupils which is enriched **very well** with a wide range of additional activities. The accommodation and learning resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum is cohesive and the interesting activities stimulate pupils to learn.
- The literacy curriculum is very well planned and helps pupils to achieve high standards, but the mathematics curriculum is less effective.
- The provision made for Reception pupils and those who have special educational needs is good.
- The school makes careful and effective provision for pupils personal, social, health education and citizenship.
- The enrichment provided by extra-curricular activities, visits and visitors is very good and adds significantly to pupils' learning and enjoyment of school.

Commentary

21. The curriculum meets the requirements of the National Curriculum and religious education syllabus and provides all pupils with equal opportunities to learn. In discussion pupils frequently refer to the enjoyment they derive from their lessons because the activities are interesting and fun. Older pupils in particular enjoy the responsibilities they are given to research their own information and to discover things for themselves. The provision made for pupils' learning of literacy is particularly strong because reading, writing, speaking and listening form an integral part of almost all lessons, irrespective of the subject. The curriculum for mathematics is not as effective because pupils are not given sufficient opportunities to develop problem solving and number manipulation skills. In general there has been good improvement in the curriculum since the last inspection, particularly in ICT in which pupils are provided with far more opportunities to learn and consequently are achieving more.
22. Although subject based, the curriculum has cohesion because teachers link different aspects of pupils' learning together well. Studies of village life in India extend into religious education with a visit to Hindu Temple in Nottingham. Pupils take the knowledge they have gained about electrical circuits in science and use it to illuminate Christmas decorations in design and technology and stories read to Infant pupils form the basis of art work using ICT or become the focus of a science investigation.
23. Reception children learn effectively because the tasks they are set and the activities they are provided with are carefully selected to meet the needs of young children. A good balance is struck between whole class activities in which the four Reception children work alongside Year 1 and Year 2 pupils and others in which they work as a group of early learners on activities that are specifically designed for the age group.
24. Curricular provision for the small number of children with special educational needs enables them to make good progress. Teachers are fully aware of the difficulties these pupils experience and through careful planning ensure that they have full access to all activities.
25. Good provision is made for pupils' personal, social and health education and citizenship is currently being introduced to enhance provision further. As a result pupils develop into mature and sensible young people with a strong sense of responsibility. Programmes for sex education and for drugs and health education are firmly established and planned carefully to enable issues to be raised and addressed sensitively.

26. For the size of the school, the pupils receive a very good range of visits, visitors and activities outside the classroom. Clubs, such as *Move and Groove* and *Art Attack* and visits such as the annual residential visit all Junior pupils are invited to attend add much to the quality of the curriculum and to the enjoyment pupils derive from their learning. Parents appreciate the time and effort staff put into such activities and see this as an area in which the school has improved of late. A further extension is provided by a visiting teacher from a local high school who teaches French to Year 6 pupils once each week. This gives pupils a useful introduction to modern foreign languages in preparation for their studies at secondary school.
27. Well considered improvements have been made to the resources for ICT since the last inspection, although as explained in other parts of the report, these are currently having to be replaced due to theft. The accommodation is bright and welcoming and provides a pleasant learning environment. Good improvements have been made over the last two years which have opened up the classrooms and provided more options for teachers and pupils. However, the hall is small and has a support pillar which teachers have to work around when organising PE lessons and there are few additional spaces in which small groups can work.

Care, guidance and support

The school cares **well** for its pupils. There is **good** provision of support advice and guidance. The school involves the pupils **well** by seeking, valuing and acting on their views.

Main strengths and weaknesses

- Induction arrangements are very good.
- Procedures for ensuring the welfare health and safety of pupils, including child protection are good.
- The school council meets regularly but there is room for further development in the manner in which it operates.

Commentary

28. The school takes good care of the pupils, and they in turn, feel that school has their interests at heart and wants them to succeed. Pupils find the staff friendly and most could identify at least one adult they would go to if they needed help. Child protection procedures are good and all members of staff are fully briefed on their responsibilities. Most of the staff are qualified in first aid and it is the school's intention to have all the staff qualified in the very near future. Health and safety routines are correctly carried out by the head teacher and nominated governor, and the school is bright and clean.
29. Teachers know the pupils well and through the use of class time and the personal social health education programme, they are able to share in and contribute to pupils' personal development. There is little formal recording of outcomes of the pastoral care provision but numbers in each class are relatively small and pupils' personal development is monitored well. The tracking of pupils' academic development generally works well and pupils are successfully supported and guided in everything they do.
30. Many of the pupils are very willing and able to give their views in a mature and thoughtful way. The school council provides a forum for their views to be recorded and although pupils keep the minutes, they have yet to be given ownership by chairing and holding their own meetings. A small budget has been allocated for them to use at their discretion and with approval. The older pupils like the opportunities the council offers but are critical of the length of time it takes for some matters to come to fruition, for example the upgrading of the toilet facilities.

31. Induction arrangements for pupils entering school are very good and children settle well and quickly. Some parents are unhappy with the staggered entry which is the standard admission policy for the Local Authority. This is under review and the school is hoping for a change to one or two starting points each year as this would increase the provision that can be made for the youngest pupils.

Partnership with parents, other schools and the community

The school's partnership with parents is **very good** and its links with the community and other schools are **good**.

Main strengths and weaknesses

- Parents have a very high regard for the school and this has a positive impact on pupils' attitudes to learning.
- Parents contribute very well to pupils' learning both at school and at home.
- Parents receive very good quality information about the school.

Commentary

32. Parents are generally very happy with the school. The parent questionnaire and the parents' meeting prior to the inspection revealed very strong support for everything that the school now does for their children, with very few minor concerns. This is an improvement since the last inspection. The school does acknowledge that better communication is required on the question of homework.
33. The school provides parents with some very good written information including the prospectus, curriculum details, the governors' annual report, frequent newsletters and letters home. Pupils' reports are satisfactory but less detailed than some of the other information parents receive. Although they are clear on the work done and in some subjects what pupils know or can do they do not, for the most part, give a clear picture of progress or identify targets for further improvement.
34. School often seeks the views of parents whenever there is an issue to be resolved. Parents have been consulted on swimming provision, the distribution of gifts or support for a charity to celebrate the harvest festival and the question of seat belts on transport used for school visits. The Parent Teacher Association's annual general meeting is also used well for the constructive exchange of views between parents and school.
35. Parents are extremely willing to become involved in the work of the school and raise very large sums of money for the benefit of the pupils. The school is very grateful, not only for the financial help this provides but also for the practical assistance in painting the outside of the building and the inside of classrooms. Many parents volunteer to come into school to help with reading, art and science. Some also volunteer as swimming observers and help with school outings and the annual residential visit. Parents complete reading diaries and use the information they have received about the curriculum to help their children at home. All these contributions have a very positive effect on pupils' attitudes to school and on their achievement and learning.
36. Parents and school work very hard to forge good links with the community. School news appears in the village magazine and the Parent Teacher Association makes very important contact with local businesses, which are very generous with their gifts for auction at the annual Strawberry Fair. Links with the local church are satisfactory, although pupils do not view the church as a significant contributor to their learning. Links with the wider community are made through the curriculum with, for example, visits to museums, the theatre and a Hindu temple.

37. The school has good links with other schools in the area. Pupils were involved in a joint concert at the end of last term and are looking forward to the African Ark, which is designed to teach the pupils about the culture of another country. The transfer arrangements with the local secondary school are well established and work well.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is very good.

The quality of leadership is **very good**.

The quality of management is **good**.

The quality of governance is **very good** and statutory requirements are complied with fully.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school and the determination to achieve this.
- The governing body have a very secure knowledge of the school and play a strategic role in its development.
- There is a very positive ethos to which all those involved with the school contribute
- The headteacher has successfully led the school through a period of considerable change and procedures for the induction of new staff are very effective.
- Financial management is excellent and enables the school to systematically pursue its targets for improvement.
- The school improvement plan is over-ambitious and teachers are not yet making sufficient contribution to its content.

Commentary

38. The headteacher has a strong commitment to the future of the school and to its success. He passionately believes that standards can rise even higher and that the school can be proud of pupils who leave having developed a real enjoyment for learning. His vision is for a school where the curriculum is exciting and challenging and a place where pupils find fulfilment. Under his leadership the school has a strong family ethos where staff, governors, pupils and parents work together to the benefit of the pupils and their future success. All staff and governors endeavour to make the school one where educational inclusion is of paramount importance and where everyone has full access to the curriculum and the opportunity to succeed. Overall there has been good improvement, particularly in the quality of leadership and governance.
39. During the past two years the school has undergone a complete change of teaching staff. The governing body has sensibly seen fit to provide the headteacher with the time needed to provide new staff with thorough induction. The school could have very easily gone through a period of instability while new teachers found their feet. Instead the headteacher, with the governing body, has efficiently created an enthusiastic and competent team of teachers who show a strong commitment to the school and to pupils' education.
40. The school improvement plan is an extensive and a thorough document. The current plan has been drawn up by the headteacher and the governors as the staff are so new to the school it would have been difficult for them to make an informed contribution. Considering the small number of staff, the plan is somewhat over-ambitious and key initiatives are not prioritised well enough reducing the plan's effectiveness as a management tool. Performance management is used well as an integral part of school development. Targets focus clearly on improving teaching and learning and link effectively with the school improvement plan.

41. All teachers are in relatively new posts as subject co-ordinators but they are already forming views of the changes they wish to make in the different curriculum areas. The headteacher encourages them to have new ideas and to attend training in order to become more effective. However, for logical reasons, the headteacher has up to now made many of the decisions influencing the curriculum himself. Because they are relatively inexperienced, teachers' understanding of how to monitor and evaluate subject provision is limited and this restricts the contribution they are able to make to school development. There is a need for the training of teachers in the skills involved to enable the headteacher to delegate more management responsibilities to staff.
42. The governing body plays an important role in leading the school forward. They have a very clear view of the strengths and weaknesses of the school and have a close relationship with the headteacher that enables them to act constructively in both a supportive and challenging role. They are very well informed about all aspects of the school and appreciate the fact that the headteacher regards them as partners in every matter concerning future developments. The governors fulfil their statutory duties conscientiously. The very effective committee structure ensures that decisions are only taken after due consideration of all the information available has taken place.
43. The teacher with the responsibility for managing the provision for pupils with special educational needs is new to the post. She has, however, a very clear view of what the school needs to focus upon in order to make further developments. Systems are in place for the early identification of pupils' needs the setting of individual targets and the monitoring and reviewing of progress and these are working well.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	240,510	Balance from previous year	6,907
Total expenditure	211,430	Balance carried forward to the next	35,987
Expenditure per pupil	3,356		

Financial management is excellent and funds are administered extremely efficiently. The school maintains a good level of staffing and manages to keep within its tight budget. The school was showing a large budget surplus at the end of the last financial year, but much of this was money that has been spent but for which the final accounts had still to be settled. Principles of best value are clearly understood by the governors and are consistently applied to all aspects of the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

At the time of the inspection there were only four children of Reception age in a mixed-age class which also contained pupils from Years 1 and 2. Most children have a good range of basic skills when they enter the school. From the limited evidence available it was apparent that children achieve well and attain or progress beyond the Early Learning Goals by the end of their period in Reception. The provision made for Reception children is good. The teaching is satisfactory in the area of mathematical development and good in all other areas of learning, with particular strengths in personal and social education and language and literacy. The teacher's planning is very detailed in order to ensure that in the mixed age class the four children receive activities that are appropriate to their needs. Regular assessments are made to ensure the children are making good progress and achieving well. The teacher has a very clear understanding of the Foundation Stage curriculum and provides good leadership. There has been good improvement in the provision the school makes for Reception children and they are achieving more as a result.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between children and adults are excellent.
- Children mature quickly and develop a high level of self-esteem.

Commentary

44. Strong emphasis is placed on the children's personal development and as a result they quickly become confident and independent. They know the routines of the class, can get out and put away equipment and work effectively on their own or in group situations. Praise is used well to encourage their self-esteem. During a whole class session with the big book the teacher made sure they were included in the question and answer sessions so that they felt part of the social group and could develop confidence in speaking for themselves. Children respond well by readily putting forward ideas and responding to the teacher in a sensible way. The sensitive relationship the teacher has with the children and the calm working environment plays an important part in the progress they make.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's reading and writing skills are developed well through interesting and stimulating activities.
- Children are given frequent opportunities to speak and to listen to others and make very good progress in developing these important skills.

Commentary

45. In all aspects of the children's work the teacher consistently engages the children in talking about whatever they are doing and introduces them to new words. As a result of this the children speak confidently in well formed sentences and listen attentively and with

understanding to what others are saying. They enjoy learning new words and contributing to whole class discussions. Because the children are able to communicate effectively older pupils are prepared to listen to them and this increases their confidence and encourages them to use an ever widening vocabulary. The aptitude they show for speaking helps children to make good progress in reading and writing. They thoroughly enjoy reading with the teacher from the 'big book' and are already joining in with the older pupils to try and put expression into their reading. They recognise that stories are often a sequence of events and can put scenes from the Three Billy Goats Gruff into the correct order.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Commentary

46. Only one activity was observed in mathematics and from the evidence available it is not possible to identify specifically the areas of strength and weakness. Planning for mathematics is very detailed and appropriate activities are identified for the Reception children although these do not always provide sufficient opportunity for creativity and independence. For example, in the activity seen pupils were making a shapes picture but this followed a prescribed pattern and children had little opportunity to decide for themselves how to use the shapes. On the basis of the quality of work Year 1 pupils have produced so far this year and that they did as Reception children last year it is apparent that children make satisfactory progress in this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Planned activities are interesting and exciting.
- Children respond well to questions and pay close attention to what is happening around them.
- Children receive well focused support and guidance from adults which helps them learn effectively.

Commentary

47. Careful planning enables the children to take part in a whole class activity but at a level that is appropriate to their needs. When testing materials in order to make an umbrella for teddy the children were fully included in the experiments and understood that some materials let the water through while others prevented it running onto teddy. Adults carefully target their group to ensure they have the support they need to carry out the task productively and that they have recognised the significance of what is happening. The confidence children have acquired in speaking enables them to play a full part in the different aspects of this area of learning. During a lesson about gifts the children were asked what gift they would give to Jesus. The children had the confidence to join in, suggesting their own gift and discussing it with their partner so playing a full part in the lesson.

PHYSICAL DEVELOPMENT

Only one aspect of physical development was observed at any length, when the class had a movement lesson in the hall. It would therefore be inappropriate to make an overall judgement about provision in this area of learning. During the movement lesson children showed how well their skills were developing in using the available space, controlling their own movements and having the confidence to demonstrate what they were doing. In this particular lesson all four

children were working beyond the Early Learning Goals. Looking at their confidence in other activities, such as when they are using pencils, there is little reason to doubt that they will achieve or go beyond all the goals in this area of learning.

CREATIVE DEVELOPMENT

Observed evidence in this area of learning was very limited and a judgement on the quality of provision cannot be made. Evidence from teacher's planning indicates that pupils are given regular opportunities to learn across the different aspects of this area of learning and work done earlier shows children to be making clear progress. During a religious education lesson on gifts the children sang with great enthusiasm and handled pencils confidently when it came to drawing a picture of their gift.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in all aspects of English throughout the school, and standards are well above average.
- The quality of teaching and learning is at least good and often very good.
- Very effective use is made of language and literacy across the curriculum.
- Leadership of the subject is very good and effective systems are in place for monitoring pupils' progress.

Commentary

48. Standards in all aspects of English are well above national averages and pupils perform consistently well in this subject. From the moment they arrive in school emphasis is placed on developing their skills in speaking and listening and as a result they make rapid progress and develop a wide vocabulary. This is helped by the relatively small number of pupils in each class and pupils gain considerable benefit from the individual attention they receive from the teachers and the support staff. Similar progress is made in reading and writing and this continues through the school with the result that by the time they are ready to move to secondary education pupils have a strong command of English.
49. Teachers' planning is of a high quality and lessons strike a productive balance between direct teaching and activities in which pupils apply what they have been taught. The pace is always brisk and pupils concentrate well to keep up and to meet the targets they have been set. A strong feature of the teaching is the way in which teachers continually set high expectations. In a lesson in the Infant class, the teacher challenged pupils to identify what it is in a sentence that indicates they need to use particular expression. An immediate response signalled that such questions are the norm and the answer of 'the exclamation mark' a clear sign that the pupils were learning to use punctuation correctly.
50. At all times the teachers use the correct vocabulary to talk about and discuss things and the pupils love to know that they are using correct and often advanced terminology. When asked to predict what might happen when two substances were put together a Year 6 pupil remarked that there would probably be a chemical reaction. When marking the pupils' work, particularly in the case of the oldest pupils, the teachers give a clear indication of what pupils have done well and also how the pupil can improve on the next occasion. This has an impact on the quality of pupils' work which often contains evidence that they have taken note of the advice given by the teacher and made progress by using it.

51. With books featuring in all aspects of their learning it is hardly surprising that by Year 6 reading standards are so high and pupils have such positive attitudes to reading and a real love of books. During the past two years the school has had a concern over the fact that standards in writing were below those in reading and has targeted this aspect. Once again the focus has been on identifying other curriculum areas where writing could be used with real purpose. As a result of this the quality, particularly of extended pieces of writing, has risen and is very good. The regular lessons in spelling and handwriting result in these long pieces of work being accurate and a pleasure to read.
52. The leadership in English is very good with the subject having a high profile and being highly instrumental in the success of the school. Assessment systems are good and the introduction of regularly assessed writing assignments has clearly contributed to the rise in standards as pupils' progress can be closely tracked and the information used to set future challenging but realistic targets.

Language and literacy across the curriculum

One of the major strengths of the teaching in English is way in which speaking and listening, reading and writing are placed at the heart of pupils' learning in every other subject area. In every lesson there is opportunity for speaking and listening and from the Reception children through to the oldest pupils they are paired with another pupil who is their speaking partner. Teachers frequently ask a question and then ask pupils to discuss possible answers with their partners. Such activities extend and develop pupils' ability to express their ideas and learn from the knowledge and understanding of others. In a religious education lesson in Years 1 and 2 the pupils discussed gifts that they might give to Jesus and gave reasons why before sharing their ideas with the rest of the class. This approach produces confident speakers who can talk across a range of subjects.

Books are a constant source of information particularly in history and in geography and the pupils can explain very clearly how you can access information from the reference library or from the Internet. In history there are lengthy pieces of writing describing past events, and the text is colourful and dynamic. In science the pupils use their skills in report writing to record their work and the outcomes of investigations. These show they can write simple, clear descriptions as well as the more complex sentences used in their creative writing.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Although most pupils reach the standard expected for their age relatively few attain at an above average level because their ability to solve problems is under-developed.
- Pupils are taught effective mathematical strategies and are able to make accurate calculations using a range of standard methods.
- Pupils' attitudes to the subject are good and they are willing learners.
- Day-to-day assessment is effective but the school does not yet have a sufficiently clear picture of pupils' strengths and weaknesses and this affects teachers' ability to plan for improvement.

Commentary

53. Standards are broadly average at both Year 2 and Year 6 because almost all pupils use the strategies they have been taught well in their day-to-day work. In this respect, pupils' achievement is satisfactory and at times good. Teachers make sound use of the national guidance to develop pupils' awareness of the different ways in which calculations can be made. Consequently, by Year 6, almost all pupils know a range of methods for adding, subtracting, multiplying and dividing numbers and they make few mistakes with their basic

calculations. However, when they are faced with the task of solving a number problem many pupils have difficulty using and applying what they have learned. They often resort to trial and error, rather than looking for patterns in the numbers or using number relationships. Answers are arrived at slowly and rather ponderously. The lack of pace is compounded by the difficulty a majority of pupils have in recalling number facts quickly. Teachers are working to improve this with lively mental sessions at the beginning of lessons, but too many pupils have to recalculate facts things they should have already committed to memory. These weaknesses adversely affects the achievement of higher attaining pupils in particular and go a long way towards explaining why relatively few pupils attain the higher levels in the national tests.

54. Effective on-going assessment provides teachers with a clear picture of what pupils have learned and enables them to plan activities that reflect pupils differing abilities. Pupils enjoy their lessons and work hard because teachers make the learning interesting. Overall, the teaching is satisfactory. Lessons are meticulously planned and the objectives teachers set give pupils a clear understanding of what they have to achieve. Occasionally the pace of the lesson is dictated by the plan rather than the speed at which pupils are learning and when this happens the clarity of pupils' understanding suffers. Teachers set challenging problems for pupils but often fail to give them sufficient pointers on how to go about solving them and opportunities to instil key skills are missed. Data handling is taught well throughout the school and pupils make good progress in learning how to construct and interpret graphs.
55. The school has recognised problem solving in mathematics as an area in which pupils need to improve but has yet to put in place sufficient initiatives to bring this about. The coordinator is relatively inexperienced but is providing sound subject leadership and starting to build a picture of the quality of teaching and learning and the effect it is having on standards. However, she has had limited opportunity to develop the skills needed to monitor and evaluate such a key subject effectively and currently has too little information from which to plan for development. The school intends to administer non-statutory national tests in Years 3, 4 and 5 which, when added to the information the school already collects, will provide a much clearer picture of the pupils' strengths and weaknesses in the different aspects of mathematics. There has been steady development in mathematics since the last inspection; the national strategy for numeracy has been successfully implemented and a satisfactory quality of teaching has been maintained despite considerable changes of staff.

Mathematics across the curriculum

The use of mathematics in other subjects is satisfactory overall and in some subjects, such as science, it is good. Pupils frequently measure, record and present numerical data as part of their science investigations, adding much to the quality of information they collect. Pupils understanding of temperature, charts and graphs aids their learning in geography and concepts of time help them understand the sequence of events in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by Year 2 and well above average by Year 6.
- Throughout the school pupils achieve well in all aspects of science because the teaching is good.
- Pupils of all ages show very good levels of interest and learn well because they are prepared to think for themselves.
- Clear and effective subject leadership has facilitated good progress since the last inspection.
- Pupils use their literacy and numeracy skills well to aid their learning.

Commentary

56. As a result of the carefully planned and well organised lessons they receive, pupils of all ages achieve well and their knowledge and understanding increases quickly and progressively as they move through the school. In all classes there is a good proportion of pupils who regularly put forward ideas that are well in advance of their age. For example, when predicting what would happen when the number of batteries in a circuit was increased from one to two, Year 4 pupils explained that the bulb would go brighter because the power in the circuit had doubled. Teachers regularly challenge pupils to explain their thinking and ideas, although on occasions the opportunity to extend them even more with a well timed *why* question is missed in the hurry to get on to the next part of the activity.
57. Pupils are given frequent opportunities to investigate and experiment for themselves and as a result develop very good enquiry skills. Pupils in the Infant class readily and competently contribute to the planning of a fair tests which, with a little adult help they are then able to carry out successfully. Of particular strength is the ability of older pupils to draw conclusions from information they have collected themselves. This again can be traced to the encouragement teachers give for pupils to think and to work things out. Because they have arrived at the answer themselves pupils' understanding is secure and they approach new challenges with confidence. Pupils of all ages show a desire to learn and to discover new things and good classroom management ensures that they regularly have the opportunity to do so. Pupils carry out practical tasks sensibly and responsibly and work very well together, sharing the experience and concentrating hard on achieving the objectives they have been set. The outcome is productive lessons in which the pace of learning is good.
58. Pupils' learning in science is enhanced significantly by their very good literacy skills and ability to handle data effectively. Here too teachers show good technique by encouraging pupils to record information that is of use to them as an integral part of the activity but not to get bogged down with an excessive amount of note taking. As a result pupils are able to clearly identify the most important information and use it to guide their thinking and analysis. Pupils enjoy using the language of science and quickly adopt the new words which teacher frequently introduce. While looking at irreversible changes Year 6 pupils put away the word *fizzing* and quickly started to use *effervescence* as a much more scientific term.
59. The coordinator has a clear picture of the quality of provision the school is making in science and has been highly instrumental in the subject's development. As a result of the constructive approach to teaching and learning the coordinator has fostered, standards have risen significantly and the school is sending pupils to high school well prepared for their secondary science studies.

INFORMATION AND COMMUNICATION TECHNOLOGY

Shortly before the inspection the school had the majority of its computers stolen for the second time this term. Consequently it was not possible to see the subject being taught. Some of the work pupils have done in the past was available on one of the older computers not taken in either of the thefts. This was examined in the presence of a small number of Year 2 and Year 6 pupils. The coordinators' records and pupils' printed work were also scrutinised and the subject was discussed with the two teachers responsible for its management.

As a result of there being only limited information available it is **not possible to make a secure judgement** of the quality of provision for information and communication technology (ICT) but some features were clear and the commentary which follows is based on these.

Main strengths and weaknesses

- A significant amount of development has taken place since the last inspection and the subject no longer has the weaknesses found at that time.
- The teaching and curriculum enable pupils to develop a range of different skills.
- Pupils demonstrate their work confidently and are clearly very familiar with the computer and comfortable in its use.
- Subject management is good and the coordinators have been instrumental in generating the momentum of improvement.

Commentary

60. As no lessons were seen an overall judgement on the quality of teaching and learning cannot be made. However, from the range of work pupils were able to demonstrate and the very positive attitudes they showed to the use of the computer it is clear that they are provided with an appropriate range of activities and from these develop a broad range of skills. They know how to log on at the start and their work and close down the computer correctly when they have finished. Year 2 pupils can find work they have done previously in their own files and explain clearly how they draw well formed pictures, for example, of Rapunzel and The Gingerbread Man using the different facilities of an art program. By Year 6 pupils are searching the Internet efficiently to find information, combining text and graphics to produce interesting illustrated accounts and using formulae on spreadsheets to manipulate data.
61. There was insufficient information to evaluate exactly where pupils' attainment stands in relation to national expectations, but standards are at least average and significantly better than they were at the time of the last inspection. Much of the improvement can be linked to good subject management. The headteacher, who is one of the joint coordinators, has ensured that they school has the resources it needs to teach the subject effectively and has carefully thought through how this can be best achieved. Providing a bank of laptop computers with a wireless network helps ensure that although the school has limited classroom space pupils have regular access to ICT. The second coordinator, who leads the curriculum, has started to compile a useful portfolio of pupils' work through which the school is able to track progress in all classes. ICT is now firmly established in the school and shows every sign of continuing to develop.

Information and communication technology across the curriculum

The use of ICT in other subjects is satisfactory overall. Links with English are well developed. Pupils frequently use the facilities of the computer to draft and re-draft their written work, adding to the quality of the finished product and pupils use mathematics programs and spreadsheets to extend their calculation skills. Links with other subjects are developing, with pupils carrying out research in subjects such as history, geography and science, using the digital camera to record their experiences and employing multi-media programmes to present their work to others.

HUMANITIES

As no history lessons and only one geography lesson were seen it is not possible to form an overall judgement of the provision the school makes in these subjects. Samples of pupils' work, some of which were from last year, plus the attainment of the pupils in the geography lesson seen in the upper Junior class indicate that by Year 6 pupils' attainment is at least as expected for their age and that effective learning takes place.

Research forms an important part of pupils' work, through which they are able to build up knowledge and understanding of people, places and events. Skills, such as the construction and interpretation of maps in geography and the comparing and contrasting of lifestyles in history are taught constructively so that pupils learn to use as well as acquire information. Regular visits to

places of educational interest and special events such as the *Evacuation Day* which was staged last year as part of Junior pupils' study of Britain during World War II add life and colour to the curriculum. Younger pupils often go on a *magic carpet ride* to exciting places. Such features of the teaching leave a very positive impression which is strengthened further by the comments pupils make of the enjoyment they derive from their lessons.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards exceed the expectations of the locally agreed syllabus and pupils have a solid understanding of different faith traditions.
- Religious education makes a good contribution of pupils' personal and social development
- Pupils' use literacy well to aid their learning.
- Procedures for monitoring and evaluating pupils' attainment and progress are under-developed.

Commentary

62. Throughout the school pupils achieve well and attain standards that are higher than those normally expected. Pupils study all the major world faiths and by the time they are in Year 6 they can recall information about each one and discuss them in some detail. They know and understand there are similarities and differences between the faiths and each faith has its own festivals, special places of worship and holy writings. For example, pupils know that Christians worship in a church and Jews in a synagogue. Year 6 pupils were keen to talk about their visit to a Hindu temple in Nottingham and how welcome they had been made to feel.
63. Discussions with pupils about the visit to the temple provided a clear insight into the influence religious education has on their personal development. In talking about the fact that they were offered samples of food to eat, one boy said "Of course, even if we don't like it we have to show respect and not make any comment which may cause offence." This is an excellent example of how the pupils are taught to be sensitive to other people and have regard to their different traditions. After the visit to the Hindu temple the pupils visited the church in Bunny so that they could compare the different features of Christian worship with that of the Hindu's.
64. Pupils in the youngest class spend time exploring what it means to be a member of a family whether it is a religious family or their own family. This not only prepares them for their learning about other faiths but also provides many opportunities for them to discuss personal and social issues and develop genuine sensitivity to others. When asked to draw a gift they would give to Jesus one boy drew a heart and then explained to the others that it was love he would give. Teachers and pupils are clearly getting to the essence of religious education.
65. Religious education makes a strong contribution to literacy, particularly in speaking and listening and in writing. Pupils write detailed accounts of events, for example, older pupils recorded the happenings at Easter by writing the kind of diary Jesus might have kept to record what was happening to him. These diaries gave an accurate and sensitive portrayal of the Easter story. In all their work discussion plays an important role as they explore new ideas and share their thoughts.
66. Only two lessons were observed but discussions with enthusiastic pupils, scrutiny of work and teachers' plans clearly indicate that the teaching is good. Pupils with special educational needs receive good support and achieve well.

67. The coordinator for the subject is highly experienced in teaching and advising on this particular aspect and will shortly be embarking on writing a new scheme of work for the school. Putting this in place will be an ideal opportunity to monitor more closely the pupils' learning in order to evaluate the strengths and weaknesses of the school's provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in each of music and design and technology (DT) and there was insufficient evidence to form an overall judgement about provision in these two subjects or to make a detailed analysis of their strengths and weaknesses.

Two lessons were seen in art and there were examples of pupils' work on the classroom walls. Other information came from discussions with pupils and teachers' planning.

Two lessons in physical education were observed one in the Infants and one in a Junior class. These combined with discussions with pupils provided the evidence to enable judgements to be made. In all the lessons observed pupils with special educational needs received good support and full access to the activities provided.

Art and design

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

Main strengths and weaknesses

- Standards are above average.
- Pupils achieve well and are enthusiastic because teaching is good.
- Art makes a significant contribution to other subjects.
- Extra-curricular provision extends and enhances the art curriculum.

Commentary

68. The quality of the pupils' work observed in the two lessons and the examples displayed on the walls and in the pupils' sketchbooks show that standards are above average. In drawing and painting the standard of work is well above that normally expected in all the age groups. Pupils have a good knowledge of the work of famous artists and use their work as a reference point to improve their own techniques and skills. In order to improve the quality of shading on his picture, one Junior pupil referred regularly to a book containing examples of the world's best paintings.
69. In discussion with pupils it is apparent how much they enjoy their work in art and this is due in no small part to the enthusiasm teachers have for the subject. Year 6 pupils describe in detail how they have made personal face masks in plaster of Paris and how much they are looking forward to completing them. They concluded by showing how aware they are of what constitutes art by debating knowledgeably if the masks were actually art or design technology. Lessons are very well planned and often the activities link constructively with pupils' work in other areas of the curriculum. The youngest pupils make a collage using a wide range of materials from leaves to fabric to illustrate the fruit salad they have made in science/design and technology. The older Juniors make thumb and coil pots as part of their literacy study of Kensuka's Kingdom. These natural links between different areas of study give meaning to the work the pupils do. The 'Art Attack' extra-curricular activity provides another dimension to the subject and makes a substantial contribution to standards in the school.
70. The art co-ordinator has been particularly effective in promoting the development in art through the school. A portfolio of work in art is now being put together and this is a useful beginning to the evaluation and monitoring of the subject.

Design and technology

Insufficient lessons were seen to make a secure judgement about the standards pupils are attaining or the quality of teaching and learning. A small amount of mainly photographic evidence was examined which indicates that pupils receive an appropriate range of opportunities to design, make and evaluate. They are taught sound techniques, such as which tools to use when preparing food and how to utilise cam mechanisms to produce movement in models.

The one lesson seen was taught well. The claps of delight which greeted the teacher's introduction were a clear indication of the pleasure pupils derive from the subject. Teachers often link DT to other subjects so that pupils can see the relevance of what they are learning. Pupils in Years 3 and 4 use what they have gained from investigating electrical circuits in science lessons well to add lights to the Christmas decorations they are constructing to their own designs.

Music

During a short observation of a music lesson in the Infant class it was very apparent how much pupils enjoy this subject. When using the percussion instruments they had to constantly be restrained from playing them. When it came to singing they had already developed the level of control where they could sing sweetly and in tune as they passed the orange round and sang to each other, 'pass the orange'.

The younger Juniors are all learning to play the recorder and at the beginning of the lesson the teacher filled them with enthusiasm by getting really excited about the prospect of hearing them play. High expectations were placed on them and they responded by playing very clear notes. The teacher then challenged them to sing the notes for the next tune, which they did, singing in tune and keeping to the beat. When asked what they could do to improve there were several suggestions, all of them well thought out. A number of pupils learn instruments other than the recorder and the coordinator is hoping to encourage more pupils to do this.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils are enthusiastic about the subject and their achievements are good.
- Lessons are challenging and pupils maintain a good rate of progress.
- The subject is led well by an enthusiastic and knowledgeable coordinator.

Commentary

71. Pupils achieve well and the standard of their work is higher than that normally expected for pupils of similar ages. Infant pupils have a very well developed sense of space and show much better control of their movements than is often seen at this age. When balancing on different points of the body they use their imagination to produce different movements and when asked to demonstrate what they are doing they are all eager to have a turn. At the beginning of the lesson they show that they understand why it is necessary to warm up and they talk confidently about the heart and the muscles.
72. The quality of teaching in both lessons seen was very good. Planning was detailed with very appropriate learning objectives. Through clear and well performed demonstrations the teacher showed pupils exactly what she wanted them to achieve and how to go about it. As pupils get older they show how well they have progressed from simple balances to creating and performing a sequence of movements on the floor and on the apparatus. They are able to

observe each other at work and when asked to comment on each other's efforts they do so in a very positive way. The pace of lessons is brisk and this adds to the enjoyment of pupils.

73. Subject management is good with a highly qualified teacher leading its development. Pupils follow a carefully planned programme of activities which cover all the aspects of physical education including swimming. The coordinator has plans for the future of the subject, which include broadening the scope for games in order to introduce more varied activities. The Move and Groove Club after school makes a very positive contribution to the physical education curriculum and is much enjoyed by the pupils who participate.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two short lessons were seen and it would be inappropriate to make an overall judgement about subject provision on this limited evidence.

Commentary

74. The school appreciates the importance of this area of pupils' learning and is currently working to embed citizenship firmly into the curriculum. Through well planned activities, pupils in Years 5 and 6 are discovering the intricacies of joint decision making and becoming increasingly aware of the importance of working together, valuing each other's contributions and agreeing strategies with which they are all comfortable. Lower down the school pupils are invited to share their feelings with their class friends about what makes them angry. Teachers emphasise the importance of listening to what others have to say. This elicits a good response from the pupils who show respect for the rights of everyone to have their turn and to be heard. Teachers handle pupils' emotions with care and move them steadily forward with suggestions of strategies they might try to control their anger. Although relatively short these lessons make a valuable contribution to pupils' social and moral development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

