

INSPECTION REPORT

CHACEWATER COMMUNITY PRIMARY SCHOOL

Truro

LEA area: Cornwall

Unique reference number: 111859

Headteacher: Miss S J Grigg

Lead inspector: Mr Peter Kerr

Dates of inspection: 1st – 3rd March 2004

Inspection number: 255746

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-12
Gender of pupils:	Mixed
Number on roll:	118
School address:	Church Hill Chacewater Truro Cornwall
Postcode:	TR4 8PZ
Telephone number:	01872 560302
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr J Chesterfield
Date of previous inspection:	10 th June 2002

CHARACTERISTICS OF THE SCHOOL

This smaller than average primary school currently caters for 123 pupils aged four to 11 living in or around the village of Chacewater near Truro in broadly average socio-economic circumstances. All of the pupils are of white British ethnic backgrounds and none has English as an additional language. The attainment of children on entry to the reception class is broadly average. The school has identified 34 pupils as having special educational needs, four of whom have a statement of special educational needs, entitling the school to additional funding from the local education authority. Both of these figures are well above average. Apart from Year 3, all classes contain mixed age groups. The governors plan to build a substantial extension to the school's facilities under a Private Finance Initiative venture in order to accommodate anticipated numbers over the next few years. This will include an outdoor learning area for children in the Foundation Stage, which is currently lacking. The school achieved 'Investors in People' status in 2001, for which it was re-assessed successfully in 2003. It was also awarded a 'Basic Skills Quality Mark' in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23583	Mr Peter Kerr	Lead inspector	English Information and communication technology Art and design Design and technology Music Physical education Special educational needs English as an additional language
19693	Mrs Sally Hall	Lay inspector	
27369	Mrs Carolyn Sandall	Team inspector	Mathematics Science Geography History Religious education Personal, social and health education The Foundation Stage curriculum

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education for its pupils, overall. Provision for Years 4 to 6 is good but there are significant shortcomings in provision for children in the Foundation Stage¹. Pupils achieve satisfactorily over time to reach standards which are typically seen in Years 2 and 6. Pupils have good attitudes, behaviour and personal development. The leadership, management and governance of the school are sound, with many strengths, and there is a very good team spirit. The school gives satisfactory value for money.

The school's main strengths and weaknesses² are:

- The staff and governors work very well together.
- Consistently good teaching in Years 4 to 6 enables pupils to learn well.
- The curriculum for younger children is not based firmly enough on the areas of learning for the Foundation Stage.
- The pupils like school, work hard, get on well with each other and act responsibly.
- Pupils do not use information and communication technology enough to support their learning across the curriculum.
- Pupils have good, additional learning opportunities, especially in music.

The school has made satisfactory improvements overall since the last inspection, having addressed all the key issues. Good improvements in provision for English have successfully tackled the issue of underachievement in reading and writing in Year 2. Provision for the Foundation Stage has not improved sufficiently.

STANDARDS ACHIEVED

Pupils achieve satisfactorily overall. The variations in test results, which have been below average in some years, reflect the differences in the make up of the year groups. In 2003, pupils in Year 6 achieved above-average results, but the pupils currently in Year 6 are on course to achieve much lower results; in line with the school's targets. There are more pupils with special educational needs in this group and fewer more able pupils. Trends in results over a three-year period show that the pupils are doing as well as pupils in similar schools. The school's records show that the most pupils make the rate of progress expected from Year 2 to Year 6.

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

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

Pupils achieve satisfactorily to reach at least the expected standards by the end of Year 2 in reading, writing and mathematics, which is a good improvement since the last inspection, when there was underachievement in reading and writing at this stage. The high proportion of pupils in Year 2 achieving above-average standards boosted the overall grades in 2003. A similar result is predicted for 2004. Achievement in science, information and communication technology, and religious education is satisfactory throughout the school. Pupils achieve the expected levels in science, except in investigative skills, where standards are not high enough. Standards in information and communication technology are average in Year 2. They are below average overall in Year 6; pupils have expected skills in some areas and are catching up fast in the other areas. Standards in singing are good. Pupils with special educational needs receive good support in class and achieve

¹ The Foundation Stage caters for children from the age of three to the end of the reception year.

² The strengths and weaknesses are listed in order of significance.

satisfactorily, as do any pupils identified as being gifted or talented. The children's achievements in the reception class are unsatisfactory because they do not make sufficient progress in their personal, social and emotional development, communication language and literacy and mathematical development.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. The pupils have good attitudes to their work, behave well and enjoy exercising responsibility. They enjoy very good relationships with each other and with the staff and have good levels of spiritual, moral, social and cultural development. The school prepares them satisfactorily for life in an ethnically and culturally diverse society.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall. The curriculum is satisfactory in Years 1 to 6 but unsatisfactory in Foundation Stage. The school provides a good standard of care and guidance and has a good partnership with parents and the community.

Teaching is consistently good in Years 4 to 6 enabling pupils of all abilities to learn well. The children's learning is unsatisfactory in the reception class, because too little purposeful play is planned. The reception-age children are too often incorporated into lessons designed to meet the needs of pupils in Year 1. Pupils of different abilities are provided for well in Years 4 to 6 in most subjects, and over the school as a whole in English, but some lessons in Years 1 to 3 in mathematics and science do not provide enough challenge for the more able pupils. Teaching assistants make a very good contribution to learning throughout the school, especially for pupils with special educational needs. The quality of the instrumental tuition provided by peripatetic teachers is very good, enabling the pupils concerned to achieve well. Specialist music teaching throughout the school contributes to good standards in singing and good opportunities for the pupils to perform in the community. The pupils' learning and personal development is supported well, especially in Years 4 to 6. The school's extensive involvement with the community enriches the pupils' learning and promotes mature personal qualities and good citizenship.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. They are good in most respects, but management of the Foundation Stage is still not effective enough. The headteacher, governors and staff work very well together to provide a positive atmosphere in which the pupils feel secure and valued. Senior members of staff make a good contribution to school improvement. Governance is satisfactory. The governors give good support to the headteacher, and are aware of the need to continue to improve provision in the Foundation Stage. They manage the school's finances well, making wise spending decisions. The very strong team spirit at the school encourages good attitudes among pupils and parents towards learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are more positive than at the last inspection. They value and support the school and particularly like the 'family atmosphere' in which older pupils take care of younger ones. The pupils also have positive views and appreciate the way their views are taken into account.

IMPROVEMENTS NEEDED

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

- Ensure that children of reception age receive their full entitlement to an appropriate curriculum, based on a choice of purposeful, well thought out play activities.
- Provide more opportunities for pupils to use and develop their information and communication technology skills across the curriculum³.

³ This has already been identified by the school as a priority for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve satisfactorily by the end of Year 2 and Year 6. Over time, standards are broadly average and are improving. Boys and girls and pupils of different ability achieve equally well relative to their prior attainment. Achievement in the Foundation Stage is unsatisfactory.

Main strengths and weaknesses

- The children of reception age do not achieve as well as they should.
- Pupils are making good progress in Year 2 in English and in Years 4 to 6 overall.
- The standard of singing is good.

Commentary

1. The school was judged to be underachieving at the last inspection because standards in reading and writing in Year 2 were unsatisfactory. This is no longer the case. Standards in Year 2 are now average in all aspects of English, representing satisfactory achievement. Standards are improving steadily at this stage. The results in the Year 2 national tests in 2003 were well below average in writing. This is because a significant number of pupils failed, by a very narrow margin, to achieve the higher level on the day. The inspection evidence confirms that standards in writing are in fact similar to those in reading. The school has predicted even higher results in 2004, which, if achieved, will take standards to above the national average. Pupils also achieve satisfactorily in mathematics at this stage to reach average standards.

Standards in national tests at the end of Year 2 – average point scores⁴ in 2003

Standards in:	School results	National results
Reading	16.0 (14.3)	15.7 (15.8)
Writing	13.9 (13.8)	14.6 (14.4)
Mathematics	17.1 (16.8)	16.3 (16.5)

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

2. Standards are in line with expectations in Year 6 in English mathematics and science. Variations in test results from year to year are due to differences in the ability range of the year group taking the tests, and to their past learning, rather than to current provision. The results in the table above, for example, show good performance overall, with above-average results in mathematics and science. The school's targets for 2004 are lower than this, because fewer pupils are predicted to achieve above-average levels and there are more pupils with special educational needs in the group. The school tracks the pupils' performance from Year 2 to Year 6, and this data shows that the pupils are generally making at least the expected gains in all three subjects.

⁴ **Average Point Scores.** The average point scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

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

Standards in:	School results	National results
English	27.7 (27.0)	26.8 (27.0)
Mathematics	29.1 (26.3)	26.8 (26.7)
Science	30.0 (26.7)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils' achievements are better in Years 4 to 6 than in the rest of the school because of more consistently good teaching. The pupils' achievements are better in English than in mathematics and science across the school as a whole because of the effort the school has put into raising standards in English. Although the test results indicate differences in achievement by gender in some subjects, these can be explained by variations in the gender balance of the different year groups. Overall, boys and girls achieve equally well.
4. Standards in science are satisfactory, except in experimental and investigative skills where not enough pupils are reaching the higher levels because they are not challenged to so. Standards in information and communication technology are as expected at the end of Year 2. They are below average in some aspects of the subject in Year 6, following problems with the school's computer system that have now been resolved. The pupils are now making good progress and are on course to make up all the lost ground in the near future. In religious education, the pupils fulfil the expectations of the agreed syllabus in Years 2 and 6.
5. The limited amount of work sampled in geography, history, art and design, music, design and technology and physical education indicate that pupils achieve satisfactorily in these subjects and reach standards typical for their age at the end of Year 2 and Year 6. The singing heard during inspection was of an above-average standard, and video evidence shows that the pupils develop a good range of performance skills through concerts and events within the community. Pupils taking instrumental lessons achieve well because of the very good teaching they receive.
6. Standards at the end of the reception year are below expectations. In the key area of personal, social and emotional development, the children do not develop enough independence and this affects their learning in all the other areas. They also make insufficient progress in communication language and literacy and mathematical development and, therefore, begin Year 1 with unsatisfactory achievement in these key areas of learning. There was insufficient evidence to judge their achievement in the other areas of learning.
7. Children with special educational needs are identified early in reception and receive good support, enabling them to achieve satisfactorily relative to their prior attainment. Pupils with special educational needs achieve satisfactorily throughout the school, with examples of good achievement by some pupils who receive intensive support from very effective teaching assistants. The school identifies and supports gifted and talented pupils and provides appropriate support to enable them to achieve satisfactorily.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are good. Attendance and punctuality are satisfactory. The pupils' personal development, including their spiritual, moral, social and cultural development, is good. The pupils are satisfactorily prepared for life in a culturally and ethnically diverse society.

Main strengths and weaknesses

- There is a high level of mutual respect between pupils and staff and relationships are very good.
- Pupils are generally enthusiastic about their work and enjoy taking part in extra-curricular activities.
- Pupils respond well to the staff's high expectations of good behaviour.
- There are good opportunities outside lessons for pupils to take responsibility and use their initiative.

8. There is a strong feeling of community amongst staff, pupils, governors and parents. Because of the school's success in supporting and respecting all its members, relationships are very good and a strength of the school. Pupils of differing ages play together and pupils work well together in lessons, sharing equipment and opinions. Some of the teachers are skilled at developing the pupils' self-esteem. They create an atmosphere where pupils are willing to contribute their ideas, without fear of failure or ridicule, and this gives them confidence in their learning.
9. In lessons, most pupils are enthusiastic learners and this has a positive impact on their achievements. The vast majority of pupils listen carefully to their teachers and are keen to answer questions, but they are sometimes slow in settling down to written work. Pupils enjoy participating in the good range of after school clubs and school productions.
10. The school's strong moral code works well. Nearly all staff have consistent and high expectations of good behaviour and adults working in school are good role models for the pupils. The pupils help to draw up class rules; this involvement encourages positive attitudes to the rules. Nearly all the pupils respond well to the system of rewards and sanctions and understand the consequences of their actions if they misbehave. Parents, pupils and lunchtime supervisors say that rare incidents of bullying and anti-social behaviour are dealt with effectively. There were no exclusions last year.
11. The school's good provision for social development helps pupils to become confident and mature members of the school community. The pupils enjoy taking responsibility by acting as monitors and older pupils help the younger pupils at lunchtime. The members of the school council take their duties very seriously and are keen to improve their environment. Older members also support younger members by helping them gather views and report back on meetings. Parents particularly like this 'family' feeling generated within the school. Through assemblies, staff encourage pupils to share their successes. Performances and residential visits enable pupils to develop their social and personal skills.
12. The pupils' cultural development is provided for well overall. A good range of cultural influences is represented in the literature art and music available in the school. Information and story books provide a good balance of positive role models across the range of ethnic and cultural backgrounds represented in the United Kingdom. The pupils are taught in religious education lessons to appreciate and value the beliefs and customs of all the religions that are practiced in the world.
13. The vast majority of pupils enjoy coming to school and attend regularly. Attendance rates and unauthorised absences are in line with national averages. Procedures to monitor and promote attendance have improved and are now satisfactory. The school has dealt with the concerns about marking the registers raised in the last inspection report. A governor monitors the registers and presents regular reports on attendance to the governing body.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education overall, with consistently good teaching in Years 4 to 6. The curriculum is satisfactory in Years 1 to 6, but unsatisfactory for children of reception age. The quality of care and guidance provided is good and the school enjoys a good partnership with parents.

Teaching and learning

Teaching and learning are satisfactory overall, with some very good teaching in the upper part of the school and unsatisfactory teaching in the Foundation Stage. Assessments are used well to challenge all pupils in Years 4 to 6 but more able pupils are not challenged enough in Years 1 to 3 in some subjects.

Main strengths and weaknesses

- Good teaching, including good use of assessment, is enabling pupils to make up lost ground in Years 4 to 6 and is putting them on course to achieve good standards by the end of Year 6.
- Insufficient focus on the teaching of the Foundation Stage curriculum is preventing the reception-age children from achieving as well as they should.
- Some of the teaching in Years 1 to 3 does not take pupils' prior attainment sufficiently into account.

Commentary

14. Judgements on the quality of teaching take into account the work the pupils have done since September 2003, as well as observations of lessons. Most of the lessons seen were in the Foundation Stage, and in English, mathematics and science in Years 1 to 6.
15. The rate of learning is good overall in Years 4 to 6, because lessons build clearly and securely on the pupils' prior learning. This is true for more able pupils as well as for pupils with special educational needs and lower-attaining pupils. Teachers use assessments well to group the pupils according to their existing levels of knowledge, understanding and skills. They then provide activities for each group that include a suitable degree of challenge. The teaching assistants usually support the lower-attaining groups, who often make the best progress. The pupils learn well because the activities keep them interested and the interactions of staff with pupils are challenging as well as supportive. In Years 4 and 5, for example, good learning was seen in an information and communication technology lesson in which the teacher and teaching assistant enabled pupils to learn from their mistakes when programming a floor robot. In English, good learning occurs because the pupils are encouraged to engage in discussion with each other and to read and respond to each other's ideas, leading to a mature level of debate.
16. Good techniques enable the pupils to develop very specific skills. In Years 5 and 6, for example, pupils learn to give a positive 'sandwich' feedback on the work of others, which is made up of two good points with a 'filling' of one area for improvement. The pupils respond very positively to this opportunity to constructively evaluate and learn from their own efforts and techniques such as this contribute very strongly to pupils' overall good rate of learning.
17. The quality of teaching in the lessons seen was satisfactory overall. Examples of very good teaching were seen in Year 2 and Year 6. The rest of the good teaching was seen in Years 4 to 6.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
	2	6	10	2		

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

18. A study of pupils' work confirms that the teaching of English is good overall. This reflects the emphasis the school has placed on English since the last inspection. Teaching and learning are satisfactory in mathematics and science, with good teaching in Years 4 to 6. The direct teaching of information and communication technology that was seen was of at least satisfactory quality, with good teaching in Years 4 and 5, but the pupils are not yet using information and communication technology enough to support their learning across the curriculum. Too few lessons were seen in other subjects in Key Stages 1 and 2 to make judgements on teaching.
19. The quality of teaching and learning in the Foundation Stage is unsatisfactory overall. In the satisfactory lessons, learning was sufficiently based on the children's choice of a range of suitable activities. In the unsatisfactory lessons, the reception-age children were expected to learn in the same way as the pupils in Year 1, with too much direction from the staff. This led to many of the children losing interest and their rate of learning becoming too slow.
20. Pupils with special educational needs receive good support in lessons. Their individual education plans are satisfactory overall, with examples of good, relevant targets. The teaching assistants make a very good contribution to the tracking and recording of the progress these pupils make. Teachers generally ensure that both girls and boys are fully engaged in lessons and have equal opportunities to ask and answer questions and take part in all activities. In the good lessons seen, teachers asked specific questions of individual pupils that were adjusted to their level of knowledge so that pupils of all abilities felt part of the lesson. This technique helps to keep all the pupils interested and learning.
21. The marking of pupils' work is good in Years 4 to 6, and in English in Year 2, giving the pupils praise for success and helpful pointers for improvement. In some subjects and in some other classes, the marking is not as helpful, concentrating too much on praise, with insufficient guidance.

The curriculum

There is a satisfactory range of learning experiences for all pupils in Key Stages 1 and 2, but the curriculum for the children in the Foundation Stage is unsatisfactory. There are good opportunities for enrichment, particularly through music and visits within the local area.

Main strengths and weaknesses

- Purposeful play is not central enough to the curriculum for reception-age children.
 - There are good opportunities for curriculum enrichment throughout the school.
 - The high profile of music and the range of extra-curricular activities support and enrich pupils' learning well.
 - The support staff make a good contribution to the delivery of the curriculum.
22. The Foundation Stage curriculum is unsatisfactory. The planning of lessons in the Reception/Year 1 class places too much emphasis on the National Curriculum for the older pupils. The reception-age children, therefore, experience too much of a subject-based curriculum and not enough opportunities to choose from well thought out play activities. This is inappropriate to their needs. The school meets its statutory requirement to provide religious education for these children.
 23. A broad and balanced curriculum is provided for all pupils in Years 2 to 6. There is a relevant programme of work for every year group. This is reviewed regularly in the light of changes in pupil numbers and the organisation of year groups. Teaching about sex and relationships and the misuse of drugs is integrated into the school's personal, social and health education programme, which is supplemented by science lessons and visits from outside agencies. The curriculum meets all of its statutory requirements for its pupils, including the provision of an agreed religious education syllabus. Provision for pupils with special educational needs is satisfactory and most individual educational plans now set out clear and measurable targets for pupils, with regular review procedures, which is a good improvement since the last inspection. Teaching assistants provide very good support within the classroom for pupils with special educational needs.

24. There is good enrichment of the curriculum through music. Pupils represent the school at a wide range of musical events. There is a specialist music teacher and instruction is given in brass, woodwind, strings and guitar. The many extra-curricular events, including clubs and visits, effectively extend the pupils' experiences outside school. Extra sporting opportunities are an important benefit of the profitable links with the local high school and Truro College provide.
25. Levels of staffing and resources are satisfactory. The governors have taken steps to provide appropriate levels of expertise to cover the full range of National Curriculum subjects as well as the Foundation Stage. The complement of support staff is good for the size of school and the staff are very effectively deployed to give very good support to the pupils. The accommodation is satisfactory, but there is, currently, no provision for outdoor learning in the Foundation Stage. The plans to extend the school include a specifically designated area for these children, as well as a number of useful and appropriate areas to improve learning opportunities across the full age range of the school.

Care, guidance and support

Care, welfare, health and safety are good. Support and guidance for pupils are good. Pupils' involvement in the school's work is good. The school has maintained the good provision for care found at the time of the last inspection.

Main strengths and weaknesses

- Staff know and support the pupils well.
 - The school values the views of pupils.
 - The induction of pupils new to the school is good.
 - There are good procedures for health, safety and care.
26. All members of the school community show care and concern for each other so that all individuals feel fully included and valued. Parents value the 'family' atmosphere where pupils of different ages support each other and play together. Relationships between staff and pupils are very good and most pupils feel that they can turn to adults working in school if they are worried or upset. The school works closely with the local pre-school group on a transition programme 'Let's start together' and this helps children to settle quickly into school routines. 'Buddies' befriend older pupils who join the school. Teachers track the progress of pupils' personal development, celebrate their successes and make valuable comments in the pupils' annual reports. Lunchtime supervisors also give rewards for kind and thoughtful behaviour. In lessons the teachers and support staff offer pupils valuable guidance on how to improve their work, and these targets are regularly discussed and reviewed with pupils and their parents. Pupils say they know what they are good at and know what they need to do next. This has a positive impact on their learning.
 27. Teachers listen to pupils and value their comments. The members of the school council are keen to bring about improvements to school life and their opinions are acted upon. For example, pupils had concerns about a school rule which sanctioned the whole class if one pupil talked in assembly. Through debate and collecting pupils' opinions the school council has recommended that only the pupil who was talking be sanctioned. The headteacher has agreed to change to rule.
 28. Staff ensure that pupils work in a healthy and secure environment. Risk assessments have been undertaken and appropriate arrangements are in place for testing electrical equipment and emergency evacuations. The procedures for first aid are satisfactory. The head teacher has had relevant training in child protection and carries out her duties effectively. Child protection procedures are understood well by adults working in school and they know to report any concerns to the headteacher. The school recognises the need to train another member of staff in child protection to ensure coverage in the absence of the headteacher. The school has good arrangements for pupils in public care. The school offers parents and carers valuable 'out of hours' care for pupils through the breakfast and after school club.

Partnership with parents, other schools and the community

Links with parents are good and have improved since the last inspection when they were satisfactory. Links with the community are good. Links with other schools are good.

Main strengths and weaknesses

- The school provides parents with good information about how their children are getting on.
 - The school welcomes parents into school and values their views and support.
 - The school has established strong links with the local community.
 - The arrangements for the induction and transfer of pupils are good.
29. The vast majority of parents are interested in their children's education. About a quarter of parents live outside the village and have made a positive decision to send their children to Chacewater Primary School. The school provides parents with good information and this helps them to become involved in their children's learning. The school send parents timely and relevant information about school events, through weekly newsletters, and gives parents written information each term about which topics their children will be studying. The school welcomes parents into school and invites them to occasions such as open afternoons, class assemblies and sessions on supporting reading. In addition, there are informal opportunities to talk with staff at the end of the day. Parents are very supportive of the school. Approximately 15 parents regularly help in the classrooms, or with after-school clubs, and the parent-teacher association works hard to raise funds and organise social events. The school provides parents with good information about how their children are getting on. Pupils' annual reports were judged to be unsatisfactory at the time of the last inspection; they are now good. They give parents helpful information about what their children can do, how well they are doing and what they need to do to improve their work. The termly consultations provide good opportunities for parents to review their children's targets. All parents who returned the pre-inspection questionnaire stated that they felt homework was appropriate. The informative school prospectus contains all the required information.
30. The school seeks parents' views through annual questionnaires, parent forums and informal opportunities to meet the headteacher and a governor. The headteacher also talks informally with parents each morning and listens to any complaints and suggestions. Parents feel that communication is very good and the school responds quickly to issues raised by parents.
31. The school has established strong links with the village. For example the school displays art work in the village show, a local garden nursery donates plants for hanging baskets and the school contributes to village magazine. There are good links with the local churches, and the vicar and minister are regular visitors in school. The pupils are encouraged to think of others and enjoy supporting local and international charities. A satisfactory range of visits and visitors enrich the curriculum. However there are very few opportunities for pupils to experience Britain's rich diversity of culture and beliefs through visits and visitors. Local residents also help in school and one runs an after school cookery club.
32. The school works closely with the local pre-school group to ensure that there is a smooth transition from one stage of education to the next, through a 'Let's start together' programme. The pre-school group uses the hall and the information and communication technology suite, and this helps children to become familiar with the premises and routines. Parents feel that their children are prepared well for their move to secondary school. The school is a member of the local cluster group. The local secondary school provides valuable technical information and communication technology support, and students from local colleges and secondary schools help with physical education lessons.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall. They are good in most respects, but the management of the Foundation Stage is unsatisfactory. The headteacher provides good leadership for Key Stages 1 and 2, and has built a good management team. The governors know the school well, give good support and manage the budget effectively.

Main strengths and weaknesses

- There is a very good team spirit in the school incorporating all staff and governors.
- The management of provision for the Foundation Stage is not effective enough.
- The school is fully committed to providing equality of opportunity to all its pupils and staff.
- The system of performance management is inclusive and effective.
- The governors do their utmost to achieve the maximum from the budget for the benefit for the pupils.

Commentary

33. Apart from the management of provision in the Foundation Stage, the school is led and managed well. The first impression visitors have of the school is of a happy, hard working and successful community. Teachers and teaching assistants work very effectively together in the classrooms. They enjoy very good relationships with the pupils and generate a good learning environment. The headteacher has led the senior management team and the rest of the staff in successfully tackling the issues that were identified at the last inspection, particularly pupils' achievement in English. The school's aims and mission statement place an appropriate emphasis on hard work, co-operation and achievement and these are reflected in the work of the school. Governors are often to be seen in the school and parent volunteers give good support.
34. The main area for development is in the leadership and management of the Foundation Stage. Governors were aware that improvements were needed, and took appropriate steps to strengthen the expertise of the staff. However, because the main thrust of the school's work has been directed towards raising standards at Key Stage 1, the curriculum for children in reception has not received sufficient emphasis. The Foundation Stage also receives little emphasis in the school's documentation and its aims and values.
35. The school works hard to ensure that all the pupils have equal opportunities to benefit from all aspects of its provision. The governors are also committed to fully including all the staff in performance management procedures, so that individuals have regular formal opportunities to review their professional development and their role in the school. The teaching assistants appreciate this arrangement as a reflection of the extent to which their contribution to the work of the school is valued. The headteacher is currently the only member of staff qualified to play a leading role in performance management. Senior managers are due to receive training for this in the near future, which will bring the school more into line with best practice.
36. Policies are in place to guide the school in all areas of its work, including guarding against racial harassment. The governors play an active role in school improvement. They have developed links with staff leading key subject areas such as literacy, enabling them to gain a greater insight into the day to day working of the school. They have a good understanding of how the school's finances work, and collaborate successfully with the headteacher to keep the school economically viable. Major spending decisions, such as the installation of the computer suite, are monitored very closely to ensure that the money spent is used well. The governors are aware, for example, that pupils' computer skills are improving rapidly now that the new facilities are fully operational, but that pupils still need to use information and communication technology more to support their learning in other subjects. The governors supported the headteacher fully in the appointment of as many teaching assistants as possible. The impact of this provision on the pupils' achievement has proved this particular expenditure to be particularly good value for money.
37. The school spends as much as possible of each year's income on provision for the pupils on roll, keeping a sensible minimum proportion in reserve for contingencies.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	362,700
Total expenditure	352,203
Expenditure per pupil	2,773

Balances (£)	
Balance from previous year	14,087
Balance carried forward to the next	19,878

38. The school secretary manages the day to day administration of the office, including finances, very efficiently, providing the headteacher and governors with any needed information quickly and reliably.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **unsatisfactory**.

39. The children enter the reception/Year 1 class with average attainment overall for their age. Parents report that the pre-school group, from which most children transfer, provides a good link with the school and the transfer of informative records is also good. The relationship between the school and parents is also good. Parents are welcome in the classroom each morning to settle their children.
40. By the end of the reception year, the children have not made enough progress because too few opportunities are provided for them to work independently, to select their own resources and to use initiative in their learning. Children who have special educational needs make satisfactory progress in relation to their levels of attainment.
41. The teacher works hard to ensure that lessons meet the needs of the reception-age children, as well as the pupils in Year 1. Despite these efforts, the content of some lessons is inappropriate for the children of reception age. The initial focus of the planning of lessons is the National Curriculum for the pupils in Year 1, with amendments made to link the activities to the early learning goals⁵ for the reception-age children. This approach does not always succeed, because the activities are not based on assessments of the children's progress towards the early learning goals for this age group. Some lessons are too long for these young children, who, therefore, lose interest and become restless. The management of the Foundation Stage is unsatisfactory at a whole-school level because insufficient emphasis has been given to treating it as a separate key stage since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal social and emotional development is **unsatisfactory**.

Main strengths and weaknesses

- Relationships are good.
- The children have insufficient independence when selecting and carrying out activities.

Commentary

42. The staff in the Foundation Stage welcome the children into school and are available for parents to chat to. This provides a good, welcoming start to the day. The children know their routines well, and sit together on the carpet for registration. They generally behave well but they become inattentive when lessons are too long or when the activities are not at their level. The children are provided with some opportunities to explore, to work together, to think for themselves and to make choices in their learning. This is not a consistent enough feature of provision, however. 'Choosing' is too often regarded as a reward when a set task has been completed rather than as an essential part of the children's learning. The children are often free to choose from the full range of resources in the classroom rather than a carefully selected range of pre-prepared activities, each with a clear learning purpose. The children therefore experience a mix of over-direction on the one hand and 'free play' that is too 'free' on the other. The children are not on course to meet the expected goals by the end of the reception year, so their achievement in this area of learning is unsatisfactory.

⁵ The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are too few opportunities for children to talk, either to each other or to staff.
- Opportunities for children to practise their emerging skills independently are limited, and there is too much emphasis on formal writing activities.

Commentary

43. The children talk freely to each other and to the staff, who listen carefully to them and encourage their efforts to communicate clearly. The children listen to their teacher and follow instructions during 'directed' tasks. There are too few planned opportunities for the children to develop their speaking and listening skills as they play, however. Some of the activities they are given to improve their listening skills are too demanding for them to cope with. For example, when listening to a story on tape, the children became restless because they could not follow the recorded voice.
44. The children sit and look at books at the beginning of the day and some share this experience with their parents. This is a good level of involvement for everyone. However, the children seldom choose to sit and enjoy books independently because the book area is not inviting enough and they are not sufficiently encouraged to do so. Some of the direct teaching is beyond some of the children because they have not yet reached this stage of development. For example, in one session, the blends of sounds made by two letters at the end of words were being taught to a large group containing some children who were still trying to learn how to differentiate between different single letter sounds at the beginning of words.
45. Most of the children write their own names independently and some of the higher-attaining children write a few words unaided. The children do not have planned and organised opportunities to practise their emerging writing skills in a structured and independent way. Instead, they are often given worksheets to complete, a task that many of them find too difficult because they do not yet have the necessary writing skills. The children are unlikely to meet the expected goals in this area of learning by the end of the reception year and their achievement is unsatisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- Some of the direct teaching is effective in promoting mathematical development.
 - There are too few opportunities for the children to investigate and experiment independently.
46. Some lessons are interesting for most of the children, resulting in good learning. For example, the teacher taught a successful lesson on the recognition of various shapes. She made the lesson fun by using a puppet to focus the children's attention. In many lessons, however, the children are over directed in their activities and there is too much emphasis on completing formal tasks and worksheets. Some activities are not challenging enough for the more able children. For example, they were using apparatus to show numbers one to ten, which they could do easily, but there were no opportunities for them to go beyond ten. The range of activities provided does not reflect the full breadth of Foundation Stage mathematical development.
 47. Too little evidence was gathered during the inspection to make overall judgements on provision in the remaining three areas of learning. In **knowledge and understanding of the world**, the children's computer skills are good. Good links with the pre-school group enable the children to become familiar with the computer suite and their skills develop well over time. The children's

creative development is inhibited because they have too few opportunities to paint and draw freely and are over-directed by staff when working in groups. In their **physical development**, children have access to the hall for physical education and use the outdoor area with support staff. There is no designated secure outdoor learning area, but provision for this is included in the plans to extend and improve the school's accommodation.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching in most classes is promoting good learning across the ability range.
- Good leadership and management are ensuring that key weaknesses are addressed.

Commentary

48. The school was judged to be underachieving at the last inspection in 2002 because of unsatisfactory standards in English in Years 1 and 2. A visit by government inspectors in 2003 judged that satisfactory progress was being made in rectifying this weakness. Steady progress has been maintained since then and achievement is now satisfactory at the end of Year 2 as well as Year 6. Standards are average over a period of time, but test results are below average in some years because of the number of pupils with special educational needs in that particular year group. This is the case for the pupils currently in Year 6. The teaching that was seen in Years 2 and 6 during this inspection was very good, with challenge for all ability groups and a good, lively pace to lessons. This kept all the pupils engaged, so that the rate of learning was good.
49. Teaching assistants make a very strong contribution to the pupils' learning, particularly in Years 5 and 6, where there is a high proportion of pupils with low prior attainment and with special educational needs. The predicted targets for these pupils in the end of Year 6 tests are lower than last year's results, which were above average. This represents satisfactory achievement for them, however, because of the group's lower initial attainment.
50. The pupils' achievements in reading and writing in Year 2 are satisfactory. The more able pupils are challenged to write at greater length than other pupils, and are provided with good guidance to improve their handwriting, grammar, spelling and punctuation, which are now satisfactory. The school has worked hard and successfully to improve this aspect of the pupils' performance since the last inspection and since the visit by Her Majesty's Inspectors in 2003. Pupils with special educational needs make good progress, overall, in relation to their prior attainment because they receive good, consistent support with specific reading and writing needs.
51. The quality of teaching is good overall. Very good teaching of letter sounds in the Year 1 and 2 class is contributing very positively to the pupils' good progress. A very good range of methods is used to interest and challenge the pupils, including games and different methods for pupils to jot down their answers during whole class lessons, with more able pupils being given less support and expected to achieve more on their own. A significant feature of the very good teaching in Years 5 and 6 is the engagement of the pupils in discussion of their thoughts and ideas among themselves as part of the process of writing them down. This helps the pupils to maintain interest and motivation, as was observed during the inspection as they marshalled arguments for and against the school's proposal to promote healthy eating.
52. Lessons in some classes do not include this level of engagement for the pupils. In one lesson in lower Key Stage 2, for example, the more able pupils completed the set task early on in the lesson and there was nothing for them to do until the other pupils had finished. A lack of variety in the teaching methods to fully engage the pupils also contributed to a slower pace in this lesson, reflecting a lack of experience on the part of the teacher.

53. The subject co-ordinator is providing good leadership across Key Stages 1 and 2, through discussion on the key issues with colleagues, and by setting a very good teaching example. She has correctly identified the need to further develop the pupils' speaking skills throughout the school to help them extend and improve their writing. She receives good support from a colleague in Key Stage 1 to ensure an informed overview across the two key stages. An area for further development that has not yet been tackled successfully is how to ensure that all children make optimum progress in communication, language and literacy in the Foundation Stage, before they begin the Year 1 National Curriculum in English.

Language and literacy across the curriculum

54. Writing is used and promoted well in history and geography, and reading skills are used and encouraged through the pupils' use of the library to look up information in a range of subjects. Opportunities are missed in other subjects, however, because of a lack of detailed analysis of how best to link key skills to writing. For example, in science, pupils are not sufficiently challenged to provide the kind of full explanations for their experiments in Years 5 and 6 that would merit them attaining the higher Level 5 in the investigative and experimental strand of the subject. The school has already identified this as an area for improvement and has plans in hand which will be implemented in the summer term.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are good in Years 4, 5 and 6.
- Teaching assistants make a very good contribution to the pupils' learning.
- Marking is not used consistently enough across the school to help pupils to improve.
- The use of information and communication technology in mathematics is not yet fully established.

Commentary

55. Standards in mathematics are average in Year 2. The results in the national tests in 2003 for Year 6 were well above average because this was an able group of pupils. The below-average standards in Year 6 this year are due to there being more pupils with special educational needs in this group. Progress is currently good in Years 4 to 6 because of the good teaching, which compensating for previous gaps in pupils' learning and helping them to achieve the standards of which they are capable. When the current good progress and average standards over time are taken into account, the pupils achieve satisfactorily overall.
56. Teaching is good overall. It is satisfactory in the lower school, but the lessons seen were not as successful at catering for the needs of different ability groups as they were in the upper school. This was a weakness noted in the previous inspection. In the lessons seen in Years 1 to 3, the lower-attaining groups received good support with appropriately challenging tasks, but the middle ability and, to a greater extent, the higher-attaining pupils were not challenged enough. In a Year 2 lesson, for example, all the pupils took turns in drawing round letters to practise rotational symmetry; although this activity was good reinforcement for the lower-attaining pupils, it was too easy for the most able. Similarly, a Year 3 'mental maths' session concerning the sequencing of numbers was pitched at a level to suit the average and lower-attaining pupils and did not challenge the more able pupils, who, therefore, made insufficient progress.
57. In contrast, the teaching in Years 4 to 6 is lively and challenging. It is clearly based on regular assessments, which ensure that lessons contain work that is pitched at the correct level for the full ability range. In a lesson in Years 4 and 5, the teaching in the 'mental starter' session ensured that all pupils were involved, including the less able and those with special educational needs. The use of an interactive whiteboard clearly showed the rise and fall by degrees on a thermometer, illustrating positive and negative numbers. The two classroom assistants gave

very good support to the less able and those with special educational needs. As a result, these pupils learned particularly well.

58. The marking of pupils' work is satisfactory, but is variable in quality in different classes. At its best in Years 4 to 6, it is linked to targets or lesson objectives and comments inform pupils what they need to do to improve. In other cases, it is less helpful; most comments are congratulatory and do not indicate how the pupils can improve. Pupils generally behave well, but in the lessons that lack challenge the pace of learning slows, as the pupils lose interest and concentration, and time is wasted regaining their attention.
59. The subject's leadership and management are good. There is a clear view of where the subject needs to improve and the areas that require most emphasis. For example, the teachers now make good use of specific mathematical language, because this has been a recent focus for the whole school. The teachers link the pupils' work in information and communication technology to their mathematics in some lessons. For example, in a lesson on programming a floor robot in Years 4 and 5, the pupils had to think about the angles needed to make a particular shape. In general, however, the pupils make insufficient use of information and communication technology to support their learning. The co-ordinator has identified this as an area for improvement.

Numeracy across the curriculum

60. Pupils use their numeracy skills in some subjects, for example the use of tables and graphs in geography and science. There are few planned opportunities for the pupils to use their skills and improve mathematical understanding in other subjects, however.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Effective teaching in Years 4 to 6 ensures that pupils achieve satisfactorily over time.
 - Good support from teaching assistants helps lower-attaining pupils to make good progress.
 - There is good support for science throughout the school, but pupils' skills in the investigative and experimental aspects are not developed well enough.
 - The 'rolling programme' of work does not ensure consistent coverage of all aspects of science.
 - Pupils do not use information and communication technology sufficiently to support their learning.
61. Standards in science are average in Years 2 and 6. Pupils' current work shows achievement to be satisfactory and that standards are on track to improve in 2005. Within the present Year 6, only a small number of pupils have above-average attainment; the majority of pupils have average attainment. This represents satisfactory achievement over Key Stage 2 as a whole, however, when compared with the pupils' starting points in Year 3. Lower-attaining pupils, including those with a special educational need, achieve well due to the focused support provided for science lessons. This initiative contributes significantly to raising standards in science over time. There is now more emphasis on investigation and experimentation in lessons. The pupils record the results of their work well, but do not fully explain their findings, which is necessary to reach the higher levels of attainment. This also represents missed opportunities for pupils to use and improve their writing skills as well extend their thinking and raise further questions to explore.
62. Pupils have a better understanding of what they have learned in Year 6 than in Year 2. In discussion with pupils in Year 2 some gaps in their knowledge were evident. For example, they could not name all parts of a plant confidently and were unsure what materials could be changed by heating and cooling, other than water. Pupils in Year 6 talked confidently about most aspects of the science they had covered with a good level of understanding.
63. The teaching of science is satisfactory overall and good in Years 4, 5, and 6. In the upper school, particularly in Years 4 and 5, pupils are well motivated. Learning objectives are clear

and displayed so that pupils are very aware of what they are expected to achieve. Questions are good and pupils are keen to answer. The teachers' high expectations and good relationships enhance the pupils' learning. In Years 1 to 3, the organisation of different groups and the teaching methods used, do not always meet pupils' needs sufficiently well. In some lessons the pace slows and time is wasted in regaining pupils' attention. Throughout the school scientific vocabulary is used consistently and pupils are encouraged to express themselves in scientific terms. The improvement in teachers' expertise, particularly in the upper school, is helping to improve standards. The marking of pupils' work is satisfactory overall, but does not often show pupils how well they have done and what they need to do to improve.

64. The two teachers leading the subject give good support to their colleagues throughout the school. They provide useful guidelines for the planning of lessons, but do not monitor the teaching of these closely enough to ensure that all aspects of the subject receive enough attention in each year group. Increasing resources and extending the use of information and communication technology within the subject have been identified as key priorities for improvement. Currently, resources are satisfactory, but pupils do not yet make enough use of computers to aid their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards are not yet up to expectations at the end of Year 6 and pupils do not use their skills widely enough to support their learning in other subjects.
- Pupils are now making good progress across the school following improvements in equipment.
- Teachers and teaching assistants teach information and communication technology knowledgeably and enthusiastically.
- Good leadership is building a strong platform for sustained improvement.

Commentary

65. In Year 6, pupils' knowledge and understanding is not yet secure across the full programmes of study, for example monitoring and control of external events, as they have not yet had sufficient experience with the relevant hardware and software. However, pupils in Years 5 and 6 have good keyboard and mouse skills. They save and access their work independently and are making good progress across the subject. Pupils in Year 2 have made good recent progress and now have the expected range and level of skills for their age.
66. The teachers use the computer suite effectively for the direct teaching of information and communication technology skills, enabling the pupils to make good progress. The large interactive whiteboard is put to good use to enliven whole class teaching and involve the pupils directly in exploring and using its potential to clarify ideas and facilitate active learning. Toy robots are used well to illustrate the basics of control technology. In one lesson seen in Years 4 and 5, both the teacher and teaching assistant used this technology well to encourage the pupils to predict the outcome of a series of instructions and test them out in practice. They allowed the pupils to make mistakes and to see the effect of these on the movement of the robot as the basis for re-adjusting the instructions to secure the desired outcome, for example, the formation of a square or a star and this challenged all pupils. Younger pupils are making good progress in learning how to use the mouse and keyboard to navigate through programs, some of which are enhancing their learning in other subjects, for example, in Year 1, when pupils make different types of graphs to show data.
67. The subject co-ordinator provides enthusiastic and effective leadership. She has established good assessment systems so that teachers know exactly what levels their pupils are at and what they need to learn next. She gives good support to colleagues and has a good plan in hand to bring standards up to expected levels across the board in the near future.

Information and communication technology across the curriculum

68. Pupils made good progress in most of the sessions that were observed in the suite. Much of this work contributes to their learning in other subjects. For example, the programming of robots was making the pupils recall and use their knowledge of shapes and angles in mathematics. Equipment other than computers are used well within some classrooms, such as listening centres with multiple headphones to enable a group of pupils to listen to a story being read as they follow the text. However, pupils do not yet use information and communication technology to its full extent on a day-to-day basis, as and when the need arises, to support their learning throughout the school. This is an area the school has already identified for improvement.

HUMANITIES

69. **History and geography** were not a focus for this inspection and, therefore, no definitive judgements can be made about provision. No lessons were seen in either subject. The teachers' planning indicates that each subject is covered in sufficient depth in each key stage. The samples of work that were seen show that the teachers make good use of these subjects to enable pupils to use and improve their writing. There are also examples of links with mathematics, for example through the use of time lines in history and charts in geography. There were relatively few examples of pupils using information and communication technology to support their learning in these subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to the pupils' personal development.
70. Standards in religious education are in line with the expectations of the locally agreed syllabus. The work in the pupils' books and conversations with them indicate that achievement is satisfactory throughout the school.
71. In the one lesson seen, teaching and relationships were good and pupils in Year 6 showed a good understanding of why people pray. Older pupils are gaining an understanding of Sikhism and Christianity. They are able to discuss the importance of central beliefs associated with each religion sensibly and with a good level of respect. In Year 2, pupils discuss aspects of the Hindu religion and know some of the similarities and differences between Hinduism and Christianity. They know, for example, that when visiting the 'Temple' to pray, Hindus have different traditions compared to those of the Christian church. These aspects of their studies help to prepare the pupils for life in a culturally diverse society. When pupils are required to record their work, different tasks are set for lower-attaining pupils, promoting their interest and concentration.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were not a focus for this inspection and too little evidence was gathered to make definitive judgements on provision.

72. No lessons were seen in **art and design or in design and technology**. The examples of pupils' work on display and portfolios indicate that standards are broadly in line with expectations at the end of Years 2 and 6. The pupils use a range of media to produce paintings, collages and models, refining their techniques and design ideas as they get older. The good quality, attractive displays enliven the working environment within the school and contribute to the development of the pupils' aesthetic awareness. The range of sources they use for inspiration, including the natural and man made environment, literature and the people

they know, helps to extend their understanding of the world around them, making a positive contribution to their overall personal development.

73. In **music**, only the second part of one lesson in Years 5 and 6 was observed. The quality of learning in this session was satisfactory. The pupils were getting used to working together in groups to compose a piece of music with a range of percussion instruments. They required considerable support to settle down to productive work, but when they did so they made adequate progress. The quality of their performance at the end of the lesson was below that expected at the end of Year 6, but this was the first lesson in a planned series aimed at bringing standards up to the expected level. All of the music is taught by a visiting specialist who also co-ordinates the subject throughout the school. The records that were seen indicate that the pupils reach at least the expected levels of attainment in each area of the subject over time. The quality of singing in assemblies is above average. The pupils sing confidently and with considerable poise, and vary the dynamics of their singing well to suit the needs of a particular song. The many opportunities that pupils have to perform both within the school and the local community enhance their personal development as well as their musical skills. The quality and extent of this provision is better than in many schools. A very good range of instrumental tuition is provided and all pupils are offered the chance to learn an instrument. The quality of teaching provided for woodwind, brass and strings is very good. The pupils are quickly taught how to play notes on the instruments then taken through sequences of lessons that build up their skills in enjoyable ways, including plenty of improvisation, so that they succeed in making music successfully at their own level. The pupils respond enthusiastically and achieve well.
74. In **physical education**, only part of one lesson was observed; this was an outdoor games lesson in Key Stage 1. The range and level of skills displayed by the pupils in Year 2 were typical for their age. The more able pupils threw a tennis ball accurately to their partner and caught the return throw reliably. They kept their eye on the ball when catching and controlled their throwing well. Lower-attaining pupils were less successful in both areas, but all the pupils were making at least satisfactory progress relative to their prior attainment. The quality of teaching and learning was good. The teacher had organised the pupils and resources well and kept all pupils purposefully engaged, with a variety of interesting and challenging activities, giving support to individuals at an appropriate level. No physical education was seen in Key Stage 2 as the only lesson available was the weekly swimming session. The school's records show that the vast majority of pupils learn to swim at least 25 metres before they leave the school, and that many do considerably more than this. They also learn the basics of water safety. The availability of the local sports field enhances opportunities for sport, which are satisfactory overall.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Relationships throughout the school are very good.

Commentary

75. The school promotes the personal, social and health education of the pupils in a variety of ways. Informally, the very good relationships and strong moral code help to provide a good basis for decision-making in future life. The school council gives the pupils a good introduction to aspects of civic responsibility, though their involvement in decision making is very closely guided by staff, inhibiting the evolution of the pupils' ideas on occasions. Teaching about sex and relationships and the misuse of drugs through the school's personal, social and health education programme is supplemented by science lessons and visits from outside agencies. This helps prepare the pupils for life as adults. The pupils' involvement in debates about school policy, for example, on healthy eating, helps to give them an insight into what it is like to have to make decisions in the face of strongly competing pressures. However, some opportunities are missed to bring the pupils' learning across the curriculum to bear on such issues. For instance, pupils' learning about different food groups and their effects on the human body in

science were not brought into the debate by Years 5 and 6 on the school's proposals for a healthy eating policy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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