

INSPECTION REPORT

CHALTON LOWER SCHOOL

Chalton

LEA area: Bedfordshire

Unique reference number: 109487

Headteacher: Mrs Cheryl Syvertsen

Lead inspector: Jo Cheadle

Dates of inspection: 26th –28th April 2004

Inspection number: 255750

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 - 9 years
Gender of pupils:	Mixed
Number on roll:	67
School address:	Luton Road Chalton Luton Bedfordshire
Postcode:	LU4 9UJ
Telephone number:	01525 872354
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Appropriate authority:	The governing body
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

Chalton Lower School is a very small school with 67 pupils between the ages of 4 and 9 years. Pupils are divided into three classes, all with mixed age groups (Foundation Stage, Years 1/2 and Years 3/4). The school is located in the village of Chalton, but almost half of the pupils travel to the school from areas beyond the village and from nearby Luton. The majority of pupils come from white British backgrounds, although there are a few pupils of mixed races and some pupils speak languages other than English. No pupils are at the early stages of learning to speak English. At the time of the inspection only 1 pupil was entitled to school receive free school meals, although this does not indicate that pupils live in affluent circumstances. Social and economic backgrounds of pupils are very mixed and generally not as advantaged as the national average. The proportion of pupils who are supported for a range of learning difficulties is much higher than the national average. One pupil has a statement to support their needs. Attainment is below the levels expected of children when they start in the reception class.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23233	Jo Cheadle	Lead inspector	English; information and communication technology; religious education; history; geography; music; physical education; special educational needs.
34164	Julia Hammond	Lay inspector	
30244	Roger Tapley	Team inspector	Foundation Stage; mathematics; science; art and design; design and technology.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Chalton Lower School is a reasonably effective and steadily improving school where the current quality of education is satisfactory and pupils overall achievements are satisfactory. The school has clear strengths, including the quality of leadership provided by the headteacher, which are firm foundations for future improvements. Teaching at the school is generally of a good quality. Governors take their roles seriously and are supportive of the school. Overall governance is satisfactory. The school provides satisfactory value for the money it receives.

The school's main strengths and weaknesses are

- The good leadership and effective management of the headteacher have ensured good improvements since the last inspection, despite difficult circumstances
- Standards in mathematics are above expected levels by the end of Year 2 and in Year 4
- The provision for children in the Foundation Stage (reception class) is good and children achieve well
- The provision for pupils with special educational needs is good
- The school has a very good ethos and pupils are very positive about their work, behave very well and develop very good social and personal skills
- The roles and responsibilities of subject leaders have been difficult to establish and delegate due to many changes in staffing
- Past weaknesses in the provision for pupils currently in Years 3 and 4 have affected their overall achievements

How the effectiveness of the school has changed since the last inspection

The school was last inspected in March 1998. Since this time, there has been high turnover of staff and many changes made to the roles and responsibilities of individuals. As a small school, the impact of this has been strongly felt. However, the headteacher has a clear vision of what she wants to achieve at the school and a good plan to manage and implement developments. Key issues from the last inspection report have been dealt with well. As a result, **the school has made good improvements overall**, despite difficulties:

- Standards in mathematics and information and communication technology have improved
- Subject leadership is developing well
- There are now effective systems for monitoring the school's successes and areas for development
- The accommodation has been very well improved
- The overall provision for the Foundation Stage has improved and is now good

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	C	D	E
writing	B	A	E	E*
mathematics	D	B	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.*

Comparisons of the school's test results against national averages do not provide reliable information about how well pupils are doing. This is because very small numbers of pupils take the tests each year and when results are calculated as percentages, one pupil can represent a very high percentage of the total result. **Overall, pupils' achievements are satisfactory.** Children begin in the reception class with varied pre-school experiences and different skills and knowledge. Overall,

levels are lower than would be expected for children of their age. They achieve well in the Foundation Stage and the majority reach the expected goals in all areas of learning. Some children exceed the goals in mathematical understanding. In their social and personal development, many children exceed the goals. Through Years 1 and 2, pupils' achievements are satisfactory and overall standards are in line with expected levels by the end of Year 2. Pupils do well in reading and in mathematics and many reach higher levels than would be expected by the age of 7. Achievement in Years 3 and 4 is also satisfactory. Pupils' reach expected levels overall and standards in mathematics are better than would be expected. **The school's good provision for spiritual, moral social and cultural development** contributes significantly to the development of very good attitudes to school and learning and very good behaviour. Pupils have well developed personal qualities. They are sociable, pleasant and polite. They understand how to behave in all school situations. The school's ethos is very positive as a result.

QUALITY OF EDUCATION

The school provides a satisfactory education for its pupils.

Teaching is good overall, although there have been inconsistencies between classes, some of which remain. Teaching and learning are consistently good in the reception class. Good support is given to new teachers, who plan effectively and pay careful attention to how well pupils are learning. Teaching is continually improving and pupils are now making good progress in many lessons, which has a positive impact on their overall achievements. A suitable range of extra activities enhances pupils' learning. The overall curriculum is satisfactory, with strengths in the provision for pupils with special educational needs and pupils' personal and social development. Good attention is given to health and safety and pupils are cared for well and very good guidance and support is given to them. The school has strong links with many parents and good links with the local community. Links with other schools are very positive and pupils benefit greatly from shared ideas and resources.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are satisfactory. The headteacher leads the school well and has effectively managed developments through a difficult period of staff changes. She has supported staff in taking on leadership responsibilities and management of subjects has improved. The leadership and management of key staff is now satisfactory overall. Governors play an active role in supporting and improving the school's work. Some are new to the governing body, but all are very committed to doing the job well. Governance of the school is satisfactory. The school runs efficiently on a day-to-day basis, supported by well-organised administration systems and good financial planning. The school secretary knows families and children very well and supports them and all staff effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are very happy with the opportunities provided for their children and are supportive of the school's work. They feel that they are able to approach the school with suggestions and complaints and their concerns are dealt with efficiently and fairly. Pupils love their school and are very proud of it.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Subject management, to ensure that developments are led and managed efficiently and effectively and impact on the standards of curriculum provision, teaching and learning and pupils' overall achievement
- The experiences and outcomes of pupils in the Year 3/4 class to ensure that they are as enriching as for pupils in the Foundation Stage and in Year 1 and 2

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievements are satisfactory and standards are as expected by the end of Year 2 and in Year 4. Children in the Foundation Stage achieve well and most reach the expected levels before they enter Year 1. Pupils with special educational needs are supported effectively and achieve well. Higher attaining pupils and those with gifts and talents are suitably challenged to achieve high standards in their work.

Main strengths and weaknesses

- Children in the reception class achieve well
- Standards in mathematics are above expected levels by the end of Year 2 and in Year 4, and pupils achieve well
- Pupils with special educational needs achieve well
- More able pupils and those with gifts and talents reach standards that are better than expected
- Some pupils' overall achievements have been affected by staffing changes

Commentary

1. While there are variations in children's skills and knowledge on entry to the reception class, overall standards are below those expected. The school works effectively to support children in making rapid progress during their first year at school and by the end of the reception class, most children reach the expected levels in all areas of their learning. In some cases, particularly in mathematical understanding, children exceed the levels expected. Children with special educational needs are effectively supported to achieve well. While children with special needs do not always attain the expected levels, they gain confidence and self-esteem that enables them to tackle the challenges of Year 1. By the end of Year 2, pupils' achievements are satisfactory and standards are in line with national expectations. In Year 4, pupils are also working at expected levels overall.
2. Pupils achieve well in mathematics throughout the school. Pupils enter Year 1 at the expected level of attainment and standards are better than expected by the end of Year 2 and in Year 4. In 2003, mathematics tests results were very positive; in comparison with national and similar school averages, a much higher proportion of pupils at the school achieved the expected level or above and over a third of the pupils attained at the higher level. Girls' results are generally better than boys', but all achieve well in relation to their starting levels.
3. The school works effectively to support the achievements of pupils with special educational needs. The proportion of pupils who need support is increasing and positive action is taken to ensure that they do as well as they can. Through careful planning to meet pupils' learning needs, successful support is given and pupils achieve well. In some cases, as a result of the help that pupils are given, they reach expected levels by the end of Year 2. A significant proportion of pupils taking national tests in 2003 were supported for their special educational needs. In comparison with national averages, results were below average, but analysis of individual results shows that many pupils who gained the expected level in reading and writing started in the reception class with low levels in language and literacy. Those who did not make the expected level also gained well given their starting levels.

Key Stage 1

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

Standards in:	School results	National results
reading	15.2 (16.3)	15.7 (15.8)
writing	11.9 (16.6)	14.6 (14.4)
mathematics	18.0 (17.3)	16.3 (16.3)

There were 9 pupils in the year group. Figures in brackets are for the previous year.

4. Higher attaining pupils and those with particular gifts and talents are supported equally well. Their specific needs are carefully identified and their work is challenging enough to help them maintain high standards. In some cases, pupils move to older classes for some lessons. They respond well to the challenges of working with older pupils and attain high standards. As the school improves its curriculum, learning opportunities are more relevant to the needs of individuals and this is encouraging better progress in lessons. More detailed information about pupils' ongoing progress has encouraged better planning for future learning and encouraged better achievement for many pupils.
5. Since the last inspection, the school has been affected by instability and uncertainty in staffing. As a small school, these issues have had major impact and there is a clear recognition that, despite every effort to provide the best opportunities for all pupils, the achievements of a good proportion of the older pupils has been affected by changes in staff and the constant need to support new teachers. Pupils in the current Year 3/4 class have been most affected, with the result that their overall achievements are satisfactory. In the current, more stable context, leaders and managers of the school recognise that they must build on past strengths and work to overcome outstanding weaknesses in order to promote good achievement for all pupils.

Pupils' attitudes, values and other personal qualities

Pupils enjoy school, have very good attitudes to their learning and behave very well. The provision for their spiritual, moral, social and cultural development is good and pupils' personal qualities are developed well. Attendance and punctuality are good.

Main strengths

- Pupils are enthusiastic about their work
- Relationships at the school are very good and encourage pupils' sense of responsibility and the development of self-esteem
- Pupils are confident that they will not be bullied or suffer from harassment
- The school has very good expectations of the pupils' behaviour and supports them very well in achieving it
- Attendance and punctuality are good which means there are no slow starts to lessons and no disruptions to them

Commentary

6. Pupils are happy at school and the majority have very good attitudes to learning and to coming to school. A few pupils in the Year 3/4 class are not always motivated by what they learn and tend to be passive during lessons; listening rather than participating. Parents are clear about the importance of regular attendance and are therefore good at making sure that their children come to school regularly and on time. The pupils have a good level of interest in school life and the range of activities that are provided. They cite 'golden time' as a particular favourite 'because you can just play', but also identify maths 'because the lessons are fun' and science 'because we're doing an experiment to see if celery sucks up red dye' as areas of learning that are exciting. They also enjoy after school activities such as netball club and especially the whole school trips that are organised for them.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.4

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

7. Teachers have clear expectations of how children should develop responsible attitudes from the Foundation Stage onwards and pupils are very good at being enterprising and organised about looking after themselves, each other and the school. Regular jobs such as taking equipment in and out for playtime and managing the music and the hymn books for assembly are performed without fuss by pupils of different ages, because the pupils know exactly what is expected of them. As pupils

go through the school they are encouraged to mature by taking further responsibilities, including becoming prefects with a changing rota of responsibilities.

8. Throughout the school the behaviour is very good because it is consistent in all areas of school life. Teachers, classroom assistants and dinner time helpers all treat the pupils with respect and courtesy which sets a tone of interaction which the pupils adopt in their dealings with each other. These attitudes are underpinned by codes of conduct based on positive statements and are shared between pupils, parents and staff. The pupils relate very well to each other and are confident that they are free from bullying because “we all play with everyone” and, if anyone is left out “teachers make sure that someone lets them join in”. The principles that enable pupils to distinguish right from wrong are very well understood by the pupils because they are introduced through communal times such as assembly and reinforced by the way the pupils are respected and listened to fairly by the teachers. There have been no exclusions from school.
9. The school provides good opportunities for pupils to become self-aware by constructive use of ‘circle time’ and by using assemblies as moments for whole school discussions about attitudes and behaviour. This also gives the pupils opportunities to learn to respect the feelings and views of others. Spiritual awareness is fostered well through moments of shared enthusiasm for the wonders of nature such as a beautiful sunset and for the beauty and impact of music. Very good singing of hymns in assembly confirms the feeling of well being and spiritual awareness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school currently provides a satisfactory quality of education. The quality of teaching and learning is good overall and steadily improving. Developments to improve the curriculum, which is currently satisfactory, are carefully planned and implemented. Good links with parents and the local community have a positive impact on raising standards. Very good links with other schools are of great benefit to the pupils and staff. Pupils are well cared for and supported in their personal development and learning.

Teaching and learning

The overall quality of teaching is good and most pupils learn well in lessons. Teachers make effective use of assessment information to plan for new learning.

Main strengths and weaknesses

- Teaching in the reception class is of a consistently good quality
- Teachers very effectively promote pupils’ personal and social skills and pupils understand clearly the school’s expectations about behaviour and relationships
- Pupils in Year 3 and 4 have sometimes made slower progress than expected because of inconsistencies in teaching, but are now doing better
- Teachers have good knowledge of pupils’ needs which helps them to plan lessons that are suitably challenging
- Support assistants are used effectively to promote pupils’ learning

Commentary

10. Teaching at the school has improved since the last inspection. The school now has a stable team who are supported effectively in identifying their own strengths and developing their practice. In many lessons during the inspection teaching was of a good quality. In the reception class, teaching was at least good in all lessons. Reception staff have a particularly good understanding of young children’s needs and provide a stimulating and well-organised environment for learning. They know that pupils’ language skills are particularly weak and take every opportunity to talk with children and encourage them to answer with increasingly more accurate responses. Children’s social and personal skills are promoted very effectively and this is particularly important to the significant proportion of pupils who have little or no experience of pre-school or nursery education. The clear routines, realistic expectations and supportive environment of the reception class encourage children to learn quickly how they should behave and ways to work and play. Their learning is promoted effectively in all lessons and they make good progress towards expected goals. Children with special educational

needs are well supported to achieve their personal goals and they develop confidence and self-esteem that encourages progress later in their school life.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	9	7	0	0	0

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

11. There is a consistent approach to the teaching of social and personal skills throughout the school. In many lessons, teachers reinforce the development of these skills alongside knowledge and understanding in subjects. As a result, pupils learn from an early age how to work with each other, when to listen, when to contribute and why these things are important to learning. Pupils are very happy in their work and this encourages good learning in many lessons. In the Year 1 and 2 class, pupils worked well as a group during a geography lesson, sharing ideas and appointing a scribe to take notes. Where learning is not as effective, pupils are less enthusiastic about their work and need greater encouragement to participate. This is the case for some pupils in Years 3 and 4, who are sometimes passive in lessons, choosing to listen rather than contribute. Generally, the needs of pupils with special needs are well catered for, as pupils have useful individual education plans, and the most able pupils are challenged with suitable tasks. However, the work provided for other pupils in the Year 3/4 class is less motivating and exciting and their overall progress is satisfactory rather than good. The school is very aware of the need to enthuse pupils and encourage consistently better progress, and developments in teaching and learning and the curriculum for the older pupils are a priority focus.
12. Effective use of assessment information is encouraging good planning for learning and ultimately better progress in lessons. Most teachers are skilled at evaluating how well pupils are learning during lessons and making the necessary, on the spot, alterations to ensure that progress is consistently good. They make good use of questioning to test out and challenge individual pupils. Evaluation and marking of pupils' work is thorough and encourages pupils to improve. Generally, teachers have very good knowledge of individual needs and make good use of this knowledge, ensuring that pupils are included well in the majority of lessons, are suitably challenged and learn effectively. Support assistants, who have good skills, are used well by teachers. They work in a very flexible way; supporting individuals during lessons, taking small groups for additional literacy and numeracy work and by working with larger groups in the classroom, while the teacher focuses on the needs of a smaller group of pupils. They are particularly effective in their work with pupils with special educational needs, promoting good learning in the development of basic skills.

The curriculum

The curriculum, which is currently of a satisfactory quality, is improving rapidly as a result of close attention to the needs of pupils. There is a suitable range of activities beyond lessons that enrich the curriculum. The school's accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Curriculum developments are having a positive impact on pupils' learning
- Opportunities for pupils in Year 3 and 4 are not always relevant to their interests and ability
- The provision for pupils with special educational needs is good
- There is an effective programme for the development of pupils' personal and social skills
- The Year 3/4 classroom is smaller than other classrooms and this impacts negatively on some learning activities
- The playground hard surface is small and lacks interest and some pupils are bored at break times

Commentary

13. With a stable staff and good leadership, the focus on improving the curriculum is now showing good results. The Foundation Stage curriculum is of a good quality and aspects of the curriculum in Years

1 to 4, such as mathematics and English, are also a strength. The school has kept a careful eye on maintaining the quality of provision in these subjects, despite changes in staffing and leadership, with the result that standards have improved. With a stable team in place, curriculum developments are now continually taking place and staff are making good use of local and national initiatives and very good partnerships with other schools to improve the provision. There is continued attention being given to the learning opportunities for pupils in Years 3 and 4, which are currently not always of the greatest interest to all. During the inspection, the promotion of history skills and knowledge through drama work was a good example of a positive development that provided a stimulating opportunity to learn for pupils in the Year 3/4 class. The school is thinking carefully about the variety of ways in which pupils learn, and adapting the curriculum to meet these needs.

14. The provision for pupils with special educational needs is good. The school is gaining a positive reputation for effective work with this group of pupils. Individual education plans are clearly written and focus succinctly on the essential targets for pupils. They are used effectively in lessons. Good arrangements for small group work, individual sessions, the use of national support strategies and specialist teaching ensure that learning opportunities are effective. The school works well to include all pupils equally, recognising the needs of higher attaining pupils and those with special gifts and talents and planning well to meet these needs. Flexible ways of working with mixed-aged groups ensures that for the most part, pupils are able to access learning opportunities that are at an appropriate age level and challenge them sufficiently.
15. Personal and social development is well promoted at the school. The school has a clear programme to develop pupils' awareness of personal and social issues and specific lessons are taught, as well as the incidental promotion of skills through all subjects of the curriculum and in assemblies. The school's very good ethos effectively supports the development of these skills and parents are very happy with the levels of confidence, self-esteem and respect demonstrated by their children.
16. The school has worked hard to improve the accommodation, with the result that pupils work in an attractive and well-maintained learning environment. Unfortunately, classrooms are of a very unequal size and the accommodation for the oldest pupils is small and has limited storage space. In the Year 3/4 classroom, it is difficult to arrange furniture in a way that aids learning and easy movement is restricted. The outdoor accommodation is large and the school benefits from a developed woodland area at the end of its playing field. However, the tarmac playground space is very small and pupils have little room to run and jump. It is difficult for the school to use exciting equipment at playtimes, because there would be even less space for the pupils. This is particularly difficult when the weather is wet and the large field space cannot be used.

Care, guidance and support

The school cares well for its pupils and their health and safety is given good attention. Pupils are positively encouraged to be involved with school developments and they are given very good support and advice to prepare them for later education.

Main strengths

- The caring attitudes of staff provide good role models for the pupils and help them to feel happy and secure at school
- Very good induction arrangements for pupils entering the Foundation Stage ensure pupils settle quickly and happily into the school
- Pupils contribute well to school decision making
- The monitoring of pupils work is very good. It provides the pupils with what they need to make the most of their learning

Commentary

17. The care of the pupils is good and pupils work in a safe and healthy environment, which encourages their readiness to learn. The school has good procedures and records on all matters concerning first aid and child protection and the staff are kept up to date on both. Through the regular monitoring of incidents and discussion with outside agencies such as the Education Welfare Officer, the school ensures that the pupils are well protected. The clear policy on attendance and punctuality contributes to a caring environment.

18. The school has a good concern for the children's physical health paying attention to details such as the need for hats on very sunny days and providing ready access to drinking water at all times. Healthy eating is encouraged during well-supervised lunchtimes where children are offered suitable choices. Pupils are well supervised in the playground, but the lack of the things to do or space to run on the hard surface is frustrating for many.
19. The pupils know the adults around them well and are confident of receiving care and support from them whenever necessary. In the Foundation Stage particularly, the wider needs of all the pupils are well taken care of. There is a clear understanding that sometimes children need "time out" and a chance to be quiet. This is achieved by the provision of a soft room that encourages 'tactile' contact.
20. Good support and guidance is offered to pupils to help them learn well. Especially in Foundation Stage, children have a clear understanding of their own targets and play a part in setting them. They are encouraged to make choices and to take responsibility for their environment through carrying out a number of jobs. There are also good mechanisms such as the School Council for allowing the pupils to express their views on matters that concern them. Made up of representatives from all age groups, the School Council contributes to discussions, such as the development of the new nature reserve.
21. New pupils to the school are very well cared for and supported. Visits to the homes of children starting school and chances for them to see their new class in action, support a very good induction programme. As a result of this, and a warm welcome from other pupils, children settle in very quickly.

Partnership with parents, other schools and the community

The school works well parents. The school works very well with other schools. The school has a central positioning in the village and has good links with the local community.

Main strengths and weaknesses

- The teachers and headteacher make themselves readily available so that parents feel relaxed about discussing concerns and asking questions about their children at the start and end of the school day
- Pupils are well supported on transfer to middle school
- Links with the local community support the development of the school and pupils' learning

Commentary

22. The school works well in partnership with parents. Communication with the parents is good and they receive regular information about an individual pupils' progress. A weekly newsletter provides all parents with good information about everyday school issues including attendance and punctuality and forthcoming events.
23. Parents' awareness of what is going on in the school enables them to be satisfactorily involved in their children's learning at home and in school. The parents' involvement in the school as a whole is good as they have ready access to teachers and to the head teacher and are therefore aware of what the school hopes to achieve. The views of the parents are taken into account where possible and where they can be seen to benefit the whole community. The handling of concerns and complaints is good and the parents are happy in knowing that the head will listen to them while also emphasising the need for confidentiality and discretion within such a small community.
24. The school has very good links with other schools. They work with other lower schools to develop and improve the quality of education and with local middle schools to ensure that transfer at the end of Year 4 is a positive experience for pupils. Middle schools receive good information and carefully kept records that support pupils' future education. The school works well within the local community making good use of local businesses where appropriate and possible.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher is an effective leader. The leadership of the Foundation Stage is good. Leadership of other key staff is satisfactory, as is the governance of the school.

Main strengths and weaknesses

- The headteacher has led the school well since her appointment two years ago
- The Foundation Stage is well managed and children achieve well as a result
- High staff turnover has meant that subject management and the responsibilities of key staff have developed slower than desired
- There is good use of monitoring, analysis and interpretation of data
- Governors do not yet have a longer-term view of school development
- Finances are effectively managed

Commentary

25. The headteacher is a knowledgeable and effective leader. She has a clear view about what needs to be done to improve the work of the school and has adopted a determined approach to raising standards. In the past, staff mobility has been a major factor in limiting pupils' achievement. When the headteacher was appointed she was the only full time permanent member of the teaching staff. She has created, through strategic appointments, a leadership team, which is becoming an effective force for improvement. For example, the appointment of a Foundation Stage co-ordinator has improved the quality and consistency of provision in that area. She has begun to improve teaching to ensure that it is more consistent, and recognises there is more work to do. For example, more emphasis on teaching certain aspects of the mathematics curriculum throughout the school improved pupils' results in the 2003 national tests. This has raised pupils' achievement by Year 4. Staff share the headteacher's vision for the school. However, as two members of staff are newly qualified teachers it has not been possible to develop the role of the subject coordinator as fully as expected since the last inspection. Further training will need to be given to support them for this role. The reason why standards have not fallen since the last inspection is due to the headteacher taking on the management of English, mathematics and science temporarily until staff have gained further experience and training.
26. The headteacher and the senior teacher are beginning to establish a culture of self-evaluation to make sure that all aspects of the school's work are improved. Rigorous monitoring of pupils' performance is being established from the infant classes up to Year 4, in all subjects. Analysis of results in the national tests in English has led to an improvement in reading standards by Year 2. A focus placed on teaching mathematics in a more investigational way raised standards significantly throughout the school in 2003. Monitoring and evaluation has led to improvements in planning and teaching and learning.
27. The school day runs smoothly as a result of effectively administered management systems and good communication. Procedures are well organised and the headteacher works closely with the school secretary to ensure that daily routines are consistently followed. Staff understand their responsibilities and the direction the school is taking and are well informed by the school's carefully planned and appropriate improvement plan that outlines the school's priorities for development. Some objectives have been slower to reach because staff who have been supported in developing their skills and knowledge have left the school before plans have been fully implemented. Performance management is properly established, although objectives that are set for staff could be more firmly linked to the school improvement plan so as to raise pupils' achievement further. Staff benefit professionally from liaisons with specialist schools and newly qualified members of staff are well integrated into the team by working with more experienced teachers.
28. The governing body takes a good level of interest in the school's work. It is suitably organised and is supportive of the school. It has a sound understanding of the school's strengths but largely relies on the headteacher for development initiatives. It is not yet at a stage where it brings forward areas for development on the school improvement plan itself although it does question the school's work and asks for extra evidence before ratifying decisions made. Members visit the school but they like to be guided by the headteacher on the area of focus for the visits. It has been difficult for them to establish a longer-term view of how the school should develop as suggested at the last inspection due to the turbulent periods of the past two years.
29. Financial procedures are well managed by the administration staff and areas identified for improvement in the most recent audit report are being dealt with in the most recent financial action

plan. The school seeks best value when ordering supplies and when undertaking major works. The under spend for the 2002-03 financial year has recently been spent on paying for the completion of the school office and supplementing the teaching staffing budget to ensure a stable staffing establishment.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	273,950
Total expenditure	240,400
Expenditure per pupil	4074

Balances (£)	
Balance from previous year	23,724
Balance carried forward to the next	33,550

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. Provision for children in the Foundation Stage (reception class) is good and similar to that reported at the last inspection. Children get a good start to school because adults create a very positive environment in which children's successes are celebrated, learning is well planned and interesting, and progress is monitored closely so that teaching provides suitable challenges. By the end of the reception year, almost all children reach, and some exceed, the expected standards. They achieve well considering most children start school with levels that are lower than expected. Children do particularly well in the development of personal and social skills which prepares them for the next stages of learning.
31. Procedures for introducing children and their parents to school are very good, which ensures a smooth start. Many children start school without attending a playgroup beforehand. The school is aware of this and regular home visits by the teacher before they start school result in children starting school confidently. For example, during one lesson when new children were present, the teacher wore a necklace given to her by a shy child when visiting her home. This delighted the child when she came into the class and she soon settled into the class routine. Relationships between children and with adults are very good and support learning well. Adults set very clear expectations of good work and behaviour to which children respond. Teaching assistants make a good contribution to the children's' learning.
32. Leadership and management of the Foundation Stage are good. The staff work well as a team to plan the curriculum so that activities provide the appropriate challenge. They assess the children's' developing skills carefully, which helps them to know what each child needs to do to improve. The headteacher carries out some monitoring of the quality of teaching, which helps staff tackle areas for development. The classroom is spacious and staff capitalise on this very well. Since the last inspection the outside play area has been developed with a greater variety of resources, but there is still no large apparatus for the children to climb.

Personal, social and emotional development

Provision in personal, social and emotional development is good and children achieve very well.

Main strengths

- Children behave very well and soon learn the rules of what is expected of them
- Interesting activities encourage the children to develop their curiosity, concentration and confidence and work independently
- Adults are very positive about children's' efforts and successes, which motivates them well

Commentary

33. Most children join the reception class with personal and social skills that are not as well developed as would be expected. During all activities, there is a strong emphasis on developing these skills and teaching and learning is very good. The teacher and teaching assistants have clear and consistent expectations of how children should act and behave, and this explains why children work and play sensibly together. For example, one pupil became very excited when playing with a group and started throwing some pasta shells onto the floor. The teaching assistant immediately suggested that he needed to do some housework and asked him to go and get the dustpan and brush to tidy up. When he had completed this task he was praised and then started to behave sensibly.
34. Adults are very good at creating opportunities for children to develop their social skills. They plan activities that are enjoyable and through which children learn a lot. For example, after discussing their favourite food the children were encouraged to choose ingredients to make sandwiches and to make them by themselves. This they did well. After this activity they played at making sandwiches using 'play dough'. One boy asked his friend what was his favourite food. His friend said bananas, so the boy went away to make his friend a banana sandwich. Numerous examples were seen during the inspection where adults delighted in the children's' successes, and as a result they are motivated to learn and become aware of the feeling of others. For example, during an English lesson a child with special educational needs had considerable difficulty in saying the name 'Harry'. He eventually

managed to say this word accurately and the teacher told him that this had made her very happy. The rest of the class immediately applauded the child's success. All of the children are on course to meet the expected standard in this area of learning by the end of the reception year, and many will exceed this level.

Communication, language and literacy

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's' language skills
- Basic skills in reading are well taught
- Some opportunities are missed to develop independent writing

Commentary

35. Nearly all children are on course to attain the expected standard by the end of the Reception year. This is because the school has worked hard at implementing a good strategy to teach children important basic skills of reading, writing, speaking and listening that prepares them well for the literacy strategy in Year 1. Teaching and learning in this aspect are good. Children achieve well and make good progress from their below average skills on entry to school. Adults keep detailed records of the language development of children with weaker skills. This ensures that the children with most need get the necessary support. Children develop their speaking and listening skills well through role-play, particularly when using the 'police and first- aider' tabards. For example, one boy who was dressed as a policeman said to a girl wearing a 'first- aider' uniform. " There has been an accident in the playground, quick! Go and help the injured." Children are encouraged to explain clearly what they want to do, and adults are good at listening carefully and asking just the right questions to help the children communicate effectively.
36. All adults have a good understanding of the needs of young children, and have high, but realistic expectations of what they could achieve. This means that children learn to read and write in a systematic way, building up a good store of memorised words and making good attempts at writing down their thoughts. However the higher attaining pupils are not encouraged to write independently often enough, and will sit and wait for help before starting a writing activity.

Mathematical development

Provision in mathematical development is good.

Main strengths

- Good teaching uses a wide range of strategies to develop the children's' skills
- Adults are alert to opportunities to develop the children's' mathematical vocabulary

Commentary

37. Teachers use a good range of strategies to consolidate and extend children's understanding of numbers. For example, in a very good lesson the teacher asked the children how many of them could get into a cardboard box, as each child got into the box the whole class counted from 1 to 6. Then the teacher took a smaller box and the exercise was repeated. The teacher built upon what had been learnt by asking the children to identify which box had more children inside. As a result most children correctly identified the larger box. One child then said the larger box held more children. The teacher immediately replied, "How many more?" The child replied, "The large box held 2 more children." Good opportunities are taken for counting in many activities throughout the day, such as counting the numbers of children in the group, or how many children are present during registration in the morning, and again in the afternoon. Almost all of the children are on course to meet the standards expected at the end of the reception year, and some will exceed them. This is good achievement as most start school with number skills that are lower than would be expected for their age.

OTHER AREAS OF LEARNING IN THE FOUNDATION STAGE

38. No judgements could be made about the overall provision for the following areas of learning, as inspection time was very limited and it was impossible to observe complete sessions.

Knowledge and understanding of the world

39. Work seen during the inspection indicates that teaching and learning in this aspect are good. For example, in a good ICT lesson children were introduced to simple programmes of control on the computer and were supported well by the teacher. They are confident in using the mouse and the directional keys to steer a car through a model village. Adults are alert to using opportunities well to teach scientific concepts. For example, a teaching assistant when helping a child put on his cowboy shirt during a role play activity asked him whether he should push or pull his arm through the sleeve. As a result the child learnt what forces were in use while putting on his shirt. By the end of the reception year almost all the children reach the expected standard in this area of learning, which indicates good achievement.

Physical development

40. Children make good progress in their physical development and by the end of the reception year most children will have reached the expected standard. No physical education lessons were seen, so it is not possible to make a judgement about teaching and learning, but during outside play activities the children move confidently and use space well when steering on wheeled toys. Although there has been an improvement to the outside play area since the last inspection the area is still rather small and there are few opportunities for children to climb and swing. The children's ability to control tools such as scissors and pencils develops well through drawing, making and constructing. The recently introduced 'cursive script' handwriting scheme shows that they have good control of pencils and other tools.

Creative development

41. Children's good achievement in their creative development results in most of them reaching the standards expected for their ages. Work on display shows the good quality and range of children's artwork, including their own free painting. Attractive displays with footprints and circles are linked to their work in science and maths. No music lesson was seen, but children join in enthusiastically with a range of well-known songs often linked to other work, such as counting. They sing enthusiastically and tunefully in assembly. The post office was a popular place to play and showed how the children can play creatively. One boy behind the counter politely said, "good morning would you like some stamps?" The outside play area has a variety of apparatus to encourage pupils' social development. Washing lines are strung out where children can hang wet clothes to dry, and there are baby baths where dolls can be washed. One girl carefully wrapped up her baby doll after washing it in a bowl of soapy water and gave it a cuddle saying, "That's better, you're clean now". These activities provide pupils with good opportunities to develop a range of skills and knowledge that are the foundation for later learning.

SUBJECTS IN KEY STAGES 1 and 2 (Years 3 and 4)

ENGLISH

Provision in English is good.

Main strengths

- Teaching and learning are good
- Reading skills are well developed
- Pupils achieve well in developing their speaking and listening skills
- Initiatives to improve standards in writing are well planned and are having a positive impact

Commentary

42. There have been good improvements to the provision for English since the last inspection. Pupils achieve well and reach standards that are in line with expectations by the end of Year 2 and in Year 4. Achievements in reading are particularly positive, and current Year 2 pupils demonstrate confident reading skills that have a positive impact on their standards in other subjects. Good attention given to developing pupils' basic reading skills from lower than expected starting levels is supporting their learning overall effectively and preparing them well for the next stages in education. The results of national English tests in 2003, while being lower than the national averages, indicated at least satisfactory achievements on pupils' starting levels. The testing group contained a high proportion of pupils with special needs, many of whom achieved well on their starting levels.
43. Similarly, speaking and listening skills are promoted effectively at the school. Because pupils are sociable and very willing to talk, weaknesses in spoken language are often masked by their enthusiasm to communicate. Many pupils use incorrect grammar and construct sentences inaccurately. When asked questions about what they are saying, many find difficulty in organising what they want to say to give a full answer. Sometimes they answer inaccurately because they have not listened carefully enough to the question that was asked. Teachers promote good progress in speaking and listening because they have a consistent approach to correcting, restructuring and supporting pupils' spoken contributions. Teachers talk *with* pupils, not *at* them. The concept of *holding a conversation* is well established from an early age. The expectations of taking turns, listening carefully and answering fully are clearly promoted and pupils make good progress in learning to speak clearly and answer carefully. Their social and personal development is also enhanced by this work.
44. Good leadership and management in English have enabled a clear focus on maintaining strengths and organising effective ways of overcoming weaknesses. The priority focus is now on writing, where current standards are slightly lower than expected levels. The school has carried out careful moderation of pupils' written work and there is now a good understanding of the elements of work that show attainment at expected levels. This is supporting more useful ongoing assessment and better plans for improvement. There are high expectations about pupils' perseverance in learning spellings. Parents commented on the usefulness of this, but some were a little concerned that spellings were too hard at times. Inspection findings confirmed that expectations are realistic and pupils enjoy the challenge of learning long and more complicated words. Higher attaining pupils begin to use this extended vocabulary in spoken situations, which is also very positive.

Language and literacy across the curriculum

45. The school is successful in promoting pupils' language and literacy skills through other subjects of the curriculum. Pupils are encouraged to talk about their work and spoken contributions are practised and refined, not only in English lessons, but in all other subjects. Good emphasis is placed on developing pupils' writing in history, geography and religious education, although the school is very careful not to destroy pupils' enthusiasm for subjects by always asking them to write about what they have learned.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Pupils achieve well and reach standards above those expected nationally by the end of Years 2 and 4
- Teaching and learning in mathematics is good
- Teachers' written comments do not indicate enough how pupils' work could be improved
- The subject is well managed

Commentary

46. Standards have risen since the last inspection and by the end of Year 2 are above expected levels. Test results are positive and in comparison with the national average, a much higher percentage of pupils reach the expected level or higher. Pupils with special educational needs show good attainment in relation to their ability. In Year 4, attainment is above average. At the end of Year 4 some pupils are working at levels expected for pupils who are up to two years older. Lower attaining pupils and those with special educational needs build well on previous attainment. When supported by teaching assistants, some are working in line with national expectations.
47. Achievement is good because standards on entry are below expected levels, but most pupils reach higher levels than would be expected at the end of Year 2 and in Year 4. Pupils in Year 1 practice number bonds within 20 and look at ways of sorting numbers in different ways into groups of tens and units. Year 2 pupils have a sound understanding of place value in numbers up to and exceeding 100 and position them correctly on a number track. Year 3 pupils can recognise simple fractions that are several parts of a whole, while Year 4 pupils extend this knowledge to include other fractions with denominators up to a hundred.
48. Lessons are thoroughly prepared and work is set appropriate to the pupils' needs and as a result they make good progress and achieve well. For example, in both mixed aged classes, the pupils were grouped according to ability. This meant the higher attaining Year 1 pupils were challenged well by working on similar levels of work to those pupils of lower ability in Year 2. Teachers are alert to quickly correcting pupils' misconceptions and as a result pupils are able to work confidently and accurately on tasks set. In a good lesson seen in a Year 1½ class the teacher quickly corrected a pupil when he had written '902' instead of 92 in a calculation, and made sure he understood the place value of 'tens', as a result the pupil carried on working accurately. All pupils work hard and enjoy the lessons. They respond very well to praise and are delighted when receiving 'smiley faces' on their work to show good achievement. Pupils' written work shows good coverage of mathematical work in numbers and the number system, calculation, problem solving, shape, space and measures, and data handling. It is not presented as well as it might. Much work being on loose-leaf sheets glued into exercise books. The crossing out of errors spoils written calculations. This makes it very difficult for pupils to look back over work, see progression in learning, and improve their presentation skills. Marking does not give pupils enough information that will help them improve their work.
49. A maths audit carried out in 2002 highlighted areas of weakness, which have been addressed. Good leadership and management of the subject has led to the creation of effective development plans and good staff training, which has resulted in better teaching. A much improved assessment and tracking system has led to improved teacher understanding of pupils needs, and test data is used to group pupils and set targets for future performance. There has been good improvement to the subject since the last inspection and teachers have made suitable use of the national strategy to plan effective lessons and set suitable targets for pupils.

Mathematics across the curriculum

50. Pupils use and apply their mathematics skills satisfactorily in their work in other subjects. For example pupils use their numeracy skills when recording results in graphs and tables in science. They explore patterns and symmetry in block printing carried out in art lessons. Opportunities are lost to further develop pupils' ICT skills through mathematics. For example in the work seen pupils in Years 3 and 4 had drawn block graphs when better accuracy could have been attained if computers

had been used. The use and development of pupils' mathematical skills in other subjects are not planned systematically enough to make a strong contribution to extending pupils' ability.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards have remained the same as at the time of the last inspection
- Pupils in years 3 and 4 are not being given opportunities to work independently in their investigational work
- The planning of work for the mixed aged classes has improved since the last inspection
- Due to problems of teacher mobility over recent years this subject has not been a priority in the school development plan and standards have not risen

Commentary

51. Standards in science are in line with expected levels at the end of Year 2 and in Year 4 and pupils' achievement is satisfactory overall. This is a similar picture to that seen at the last inspection. Results of teacher assessments at the end of Year 2 show that all pupils achieved the expected level but no pupils attained the higher levels in 2003. Standards in the current Year 2 and Year 4 match the test results.
52. Year 1 pupils have a sound understanding of the characteristics of living things. They can identify and compare the principal external body parts of humans and other animals. By Year 2, pupils have developed their understanding further and can label correctly the main organs of the human body and their function. They are beginning to learn to recognise features of a fair test and most are expected to reach the expected level at the end of the year. Year 4 pupils' knowledge of human anatomy has been further developed as most pupils can describe the different types of teeth and their function in breaking down food ready for digestion. The higher attaining pupils can apply their understanding of fair testing and limit the amount of variables to ensure that the experiment is accurate. For example, when explaining an experiment set to measure the effects of light on plant growth a pupil said it was important to give the plants the same amount of water each day otherwise the test would not be accurate. In years 3 and 4 too many worksheets are used which limits the amount of written explanation given. As a result opportunities are missed for the pupils to record and consolidate their learning. Although they are expected to reach the expected standard by the end of year 4, pupils are not being given enough investigational work, or opportunities to work independently so as to test and develop their own ideas. They do not make enough gains in their learning to achieve the higher levels.
53. The quality of teaching and learning is satisfactory overall. Planning of work has improved since the last inspection so that it caters for the mixed aged classes. Work is now set that is appropriate for the pupils' needs. Pupils with special educational needs make expected progress. Teaching assistants support them to read instructions, so that they clearly understand the tasks set. Teachers manage discussions well so that pupils can explain results. For example, a teacher encouraged pupils to use their 'talking partners' before being asked to describe how their bodies moved in different ways. She asked a pupil to demonstrate a galloping action. As a result one pupil said, "when she gallops her knees bend as she pushes her feet off the ground." Opportunities are lost to develop the pupils' investigational skills particularly in years 3 and 4.
54. Leadership and management are satisfactory overall. The school has done well to maintain standards since the last inspection, considering the significant problems caused by mobility of teaching staff. Priorities have been given to raising standards in English and mathematics. Science is to be a key focus in the new school improvement plan. Systems to develop the assessment of pupils' progress are already being addressed, and teachers have a clearer understanding of pupils' levels of attainment. Although the curriculum meets national curriculum requirements, is not focussed sharply enough on practical activities, including investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses

- Good use is made of ICT skills to promote learning in other subjects
- Specialist teaching promotes pupils' good progress
- In Year 3 and 4, the small size of the classroom makes it difficult for pupils to use computers independently

Commentary

55. There has been good improvement to the provision for ICT since the last inspection and standards are now in line with expected levels at the end of Year 2 and in Year 4. Pupils start with very varied skills in ICT, depending on the opportunities they have to use computers and other devices at home. Those with lower starting levels are given good opportunities to catch up on the basic use of computers and pupils' achievements are satisfactory overall.
56. Teaching and learning are satisfactory. In lessons where the extra support of the school's ICT specialist is available, teaching and learning are good. Developments in the subject have been led and managed effectively since the last inspection and the appointment of a member of staff to support ICT work has been very beneficial. In lessons, her support enables teachers to work with small groups of pupils learning very specific skills, such as the programming of a roamer device, so that pupils quickly gain new knowledge. In the lesson seen, one of the school's governors also worked with a group of pupils and movements with the roamer consolidated pupil's understanding of directional movement and shapes, as well as the actual skills involved with making the device move. The lesson was interesting and good fun and pupils worked with enthusiasm.

Information and communication technology across the curriculum

57. ICT is used well to support learning in literacy and lessons are well organised to allow pupils access to programs that support their learning of basic skills in literacy and numeracy. Pupils use computers software for art and design work and to support learning in history and geography. In Years 1 and 2, computers are used frequently in this way. In Years 3 and 4, the size of the classroom restricts free access to computers and pupils cannot independently choose to make use of their skills to improve a particular piece of work. This hinders opportunities to extend their achievements through self-initiated work, or to demonstrate their ICT skills as and when they are needed. Pupils' ICT skills are currently satisfactory.

HUMANITIES

Religious education

Provision in religious education is satisfactory.

Main strengths and weaknesses

- Pupils have good recall of the topics they have studied in religious education sessions
- Knowledge of religions and moral awareness is promoted well through assemblies and the school's very good ethos
- There are limited artefacts and resources to promote good understanding of other religions and aid pupils' multi-cultural understanding

Commentary

58. In religious education, pupils achieve satisfactorily to reach standards that are in line with the expectations of the Agreed Syllabus by the end of Year 2 and in Year 4. Although only one lesson was observed, planning for religious education clearly shows coverage of all elements of the agreed programme and past work indicates that plans are adhered to. Pupils talk knowledgeably of the things they have studied and they show an understanding of cultures linked to religions and describe the similarities and differences. Artefacts to support this knowledge and give pupils the opportunities to handle real objects belonging to other cultures and religions are limited at present. Teaching in the lesson seen, where the local vicar was invited to talk about his work was satisfactory and led to clear

understanding about the diversity of his role. School assemblies support the development of religious knowledge well. Bible stories are shared in a very interesting way and pupils are encouraged to discuss the ideas they present and make links with their own lives. Older pupils are confident to talk about what they believe and have clear viewpoints about issues to do with social responsibility and care of people and the environment. This is a direct result of the school's good promotion of self-esteem and confidence that helps pupils to understand their right to opinion and personal belief. Spirituality is well developed in this way.

History and geography

59. Two lessons were seen in history and none in geography. Inspectors talked to pupils and looked at samples of their work. Planning for both subjects was scrutinised. Both subjects are suitably planned to cover the requirements of the national curriculum and national recommendations have been used to improve the programmes of work since the last inspection. Overall improvements have been satisfactory. Standards in both subjects are in line with national expectations by the end of Year 2 and in Year 4 and pupils achievements are satisfactory. Pupils are now making good gains in learning the skills necessary to find out for themselves, use their initiative and make links between what they learn in the two subjects. In one history lesson seen, drama was used effectively to involve pupils in historical events of the past. Teaching and learning in this lesson were very good, because the teacher enthused pupils by using a variety of methods to capture their interest. The teacher acted the part of a young aristocrat, while pupils asked questions about his life. One pupil then took on the role of a peasant boy to answer questions. Through this activity, pupils quickly learned how the lives of rich and poor people were very different in Tudor times. In discussion, pupils make good links between their learning in history and geography. For example, pupils know that geographical features of towns change as time goes by because of new inventions and events. They talk about their responsibility to look after the environment. They know how to support their learning in both subjects by using the Internet and books and by asking people questions. Work in both subjects contributes suitably to pupils' social and spiritual development and increases their understanding of good citizenship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design technology

60. Only one lesson was seen in design technology. No lessons were seen in art and design. A small amount of artwork was scrutinised and pupils talked to inspectors about their work. Pupils enjoy lessons in art and design and technology. In design and technology they work well together with a good degree of independence, due regard for safety and sensible behaviour. This is because the relationships between staff and pupils are good, with mutual respect and good management of behaviour. In the Year 1/2 lesson observed, the lesson focused on designing and making model furniture. The pupils looked at different styles of furniture and had made plans of modern houses. They had discussed the appropriate style of furniture suitable for each house. They had accurately made model chairs and beds to scale. The cardboard houses were of good quality. During the practical activity pupils carefully described how they had made the models, but little time was given to evaluating the product when they prepared to present their findings to the rest of the class. In the artwork seen, pupils demonstrate a good range of skills using a variety of materials. Displays around the school indicate that pupils in all year groups have the opportunity to draw, paint, make models and produce large collages. Pupils in Years 1 and 2 have made good attempts at weaving with paper and fabric. In years 3 and 4, there are colourful block prints and patterns painted in a stippling effect to show differences in texture. An art club is run each weekly for pupils in Years 1 to 4. It is well attended. The teachers concentrate on further developing skills and pupils then apply what they have learnt in pictures and patterns of their own choice.

Music and physical education

61. One physical education lesson was seen and it was possible to observe music only through assembly and hymn practice times. In the physical education lesson with pupils from Years 1 and 2, teaching and learning were good. The lesson was well planned and focussed carefully on the development of good co-ordination with PE equipment. The teacher challenged pupils by setting progressively more complex tasks for relay races and pupils were required to think of new ways of moving and handling equipment for each race. The skills demonstrated by pupils in this lesson were

better than expectations for their age, but there is too little evidence to comment on standards and achievement overall. Standards overall are in line with expected levels by the end of Year 2 and in Year 4 and pupils' achievements are satisfactory. Singing in assemblies was of a good quality. Pupils learn words effectively, making good use of their reading skills. They sing with good body posture, good breathing technique and tuneful voices. Pupils enjoy singing and teachers provide good role models for them, leading singing sessions and the learning of new songs with strong voices and clear diction. Percussion instruments are used to accompany songs and hymns. Standards are in line with expectations and pupils' achievements are satisfactory.

Personal, social and health education and citizenship

62. No lessons were observed where these aspects were taught discretely, although the development of pupils' skills in these areas was clearly evident through many other lessons and the general school ethos. Comments on the provision for and development of personal and social skills, health awareness and responsible attitudes to citizenship are reported on in the section relating to the school's curriculum provision.

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	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
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	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).