

INSPECTION REPORT

CHRIST CHURCH C OF E PRIMARY SCHOOL

Skipton

LEA area: North Yorkshire

Unique reference number: 121590

Headteacher: Mrs Helen Davey

Lead inspector: Sue Orpin

Dates of inspection: 10th – 12th November 2003

Inspection number: 255801

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	116
School address:	Craven Street Skipton
Postcode:	BD23 2AP
Telephone number:	(01756) 793030
Fax number:	(01756) 793030
Appropriate authority:	Governing body
Name of chair of governors:	Ron Wanless & Catherine Johnson
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Christ Church Church of England Primary School is for boys and girls who are 4 to 11 years old. It is a small voluntary controlled school situated in Skipton, a small market town in North Yorkshire. Pupils come from throughout the town and the surrounding localities. They are from a wide range of social circumstances including housing estates and a travellers' site. Overall there are higher than average levels of overcrowding and lower than average wages in the area from which the pupils are drawn. The proportion of pupils eligible for free school meals is in line with the national average. Pupils joining the school do so with lower than average levels of attainment and many pupils (up to 80%) join the school during their school career. Twenty-eight pupils have been identified as having special educational needs for a variety of physical, learning and behavioural difficulties and 1 has a statement to outline particularly challenging needs. The proportion of pupils needing support is above the national average. A few pupils are not from white ethnic backgrounds and one has English as an additional language. Schools Achievement Awards, for good results in the National Curriculum Tests at the end of Year 6, have been received in 2001 and 2002. Community provision was a particular focus for this inspection and the school have chosen for this aspect to be commented upon throughout the report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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13462	Roberta Mothersdale	Lay inspector	
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21045	Sue Walker	Team inspector	Foundation Stage, Science, Art and Design, Citizenship, Design and Technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The **overall effectiveness** of the school and the value for money **are good**. Standards achieved by all groups of pupils, the quality of education provided and leadership and management are good.

The school's main strengths and weaknesses are:

- Pupils achieve well and by Year 6 reach standards that are above average, particularly in English and mathematics.
- Very good leadership and strategic management of the headteacher have ensured the school has improved very well since the last inspection.
- The teaching and curriculum are good, providing interesting activities that encourage pupils to work hard, although there are minor areas of teaching that need further development.
- There is a very good climate for learning, particularly for pupils' spiritual, moral and social development, and relationships are very good.
- Pupils' attitudes to their lessons are good and their interest, enthusiasm and confidence make a substantial difference to their work.
- Some teachers do not use their assessments of pupils' progress sufficiently for planning activities to meet all pupils' needs in their lessons.

The effectiveness of the school has improved very well. Pupils' standards of work and their achievement have improved significantly. The school has successfully addressed all key issues from the last inspection, and although subject leaders are not yet fully monitoring teaching and learning, the headteacher appropriately carries out this function effectively.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	A	A
mathematics	C	A*	A	A
science	D	A*	A	A

Key: A - very high; 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 are achieving well as they progress through the school and their standards in English, mathematics and science have improved consistently over recent years and this is reflected in their national test results. Children enter the school with knowledge, skills and understanding that are below those expected for their age. In the reception class they learn well, but most are unlikely to have achieved all the goals children are expected to reach by the end of the reception year except in personal, social and emotional development, and in creative development. In Years 1 and 2, pupils achieve well and by the end of Year 2, they attain average standards in English and mathematics. This is lower than the last two years' results for Year 2 pupils because the ability of the current year group is generally lower than it has been in previous years. In Years 3 to 6 pupils are achieving well and are likely to attain standards that are above the national averages in English and mathematics, and in line in science. This reflects the 2003 results, which were lower than those of 2002. The fluctuation in results is a reflection of the small number of pupils in year groups, the high proportion of pupils who joined later in their school career, and the higher than usual percentage of pupils with special educational needs. The results for 2003 nevertheless represent good achievement for the pupils concerned. There are no significant differences in the achievements of different groups of pupils.

Pupils' personal qualities are developed very well. Pupils relate very well with others, and have a very strong sense of spiritual awareness, very well developed respect for the views and opinions of others and a very strong recognition of right from wrong. Pupils appreciate their own culture, while that of others is less well developed. Pupils' behaviour and attitudes to their work are good and attendance at the school is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of **teaching** is **good** throughout the school although there are minor areas for improvement. Teachers have high expectations for pupils' behaviour and they provide encouragement and interest. As a result, pupils work very hard and produce a very good volume of work. They work together well and can also work independently of the teacher. Teachers have good knowledge of the subjects they teach and lessons are planned to be interesting and stimulating. Teachers assess their pupils well and know how well they are progressing. Pupils have a good understanding of what they need to do to improve. However, some teachers are less effective in assessing their pupils' learning in order to plan future lessons and as a result, some lessons do not provide sufficiently well for individual pupils' needs.

The curriculum provided is good and pupils experience the full range of subjects that have been planned carefully to ensure that their interest is sustained. The physical development of children in the Foundation Stage is limited by the lack of an outdoor learning area. Provision for their care, guidance and welfare is good and their views are sought, valued and acted upon well. Partnership with parents and the school's use of the local community are good and make an improving contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. There is a shared vision for the school and a strong sense of teamwork so that the school's targets have been achieved very well and new challenges set. The governing body undertakes its role well and is well informed and influential. Although still developing their skills, governors contribute well to the setting of priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school and their children's achievements. They know their children like school and are expected to work hard. They think their children are helped to settle in well, they are offered a good range of activities and that teaching is good. Pupils are positive about the school. They know there is an adult they can go to if they are worried, they feel trusted, that their ideas are listened to, know they have to work hard and think that teachers show them how to make their work better.

IMPROVEMENTS NEEDED

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

- Ensure that assessments are used by all teachers to plan for the needs of individual and groups of pupils in lessons.
- Provide an area for outdoor learning in the reception class.
- Strengthen the multicultural element of pupils' development by planning a wider range of experiences in the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well and overall standards are above average. There are no significant differences in the achievements of different groups of pupils.

Main strengths and weaknesses

- By the end of Year 6, pupils achieve standards that are above national averages in English and mathematics.
- Pupils achieve well in English and mathematics.
- By the end of Year 2, pupils are achieving standards that are above those expected in information and communication technology (ICT) and history.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	18.4 (16.0)	15.8 (15.7)
Writing	15.1 (14.8)	14.4 (14.3)
Mathematics	18.8 (16.2)	16.5 (16.2)

There were 26 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.2 (29.7)	27.0 (27.0)
Mathematics	29.2 (30.3)	26.7 (26.6)
Science	30.0 (31.7)	28.3 (28.3)

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

1. Standards in English, mathematics and science have been above average and improving over recent years and this was reflected in the 2002 national test results for Years 2 and 6. The 2003 results for Year 6 were lower than those of 2002, particularly in mathematics. The fluctuation in results is partly a reflection of the small number of pupils in year groups. However, the 2003 results nevertheless represent good achievement for the pupils concerned, particularly as the proportion of pupils with special educational needs was unusually high (over one third). Also, 80 per cent of the 2003 Year 6 pupils joined the school later in their school career, so they did not benefit from the sustained good teaching, particularly in the earlier years at the school. This lack of continuity was particularly important in mathematics (in which 2003 results were lower), as much of the learning is sequential in this subject.
2. Pupils enter the school with below average attainment. In the reception class they learn well, but most are unlikely to have achieved all the goals children are expected to reach by the end of the reception year, although most will achieve the goals for personal and social development and creative development. In Years 1 and 2, pupils achieve well and this can be seen in recent national test results for Year 2 and the work observed in lessons, suggesting that pupils in the current Year 2 are attaining average standards in English and mathematics. This will be lower than recent national test results for the school because the general ability of the current Year 2 pupils is lower than usual. In Years 3 to 6 pupils achieve well, although in

some subjects they have not had the full benefit of the recently improved teaching and curriculum throughout their time in school. The standards seen in lessons and in their work suggest that Year 6 pupils' attainments are above those expected for their age in English and mathematics, and in line with those expected in science.

3. In ICT, improvements to teaching, the curriculum and resources are having most impact in Years 1 and 2, where achievement is good and pupils are attaining standards that are above those expected. In the older years, pupils achieve satisfactorily in ICT, and standards in Year 6 are in line with those expected. As younger pupils move through the school, their current progress suggests that standards will further improve. Similarly, in history, improvement to the curriculum and teaching are having most impact in Years 1 and 2, where standards are above those expected. In Years 3 to 6, standards are in line with those expected, as they are in music throughout the school. However, given the pupils' lower than expected levels of knowledge, skills and understanding when they join the school, this still represents good achievement.
4. Since the last inspection, the school has worked hard to improve standards and results in English, mathematics and science, which it has done very well. The consistent improvements to pupils' achievements are directly attributable to improvements in the quality of teaching and the planning of the curriculum to ensure that it provides interesting and varied lessons. As a result, pupils are highly motivated to do well, particularly in Years 1 and 2, and their positive attitudes affect the quality of their efforts and their work. Developments in ICT, particularly through other subjects, are beginning to make a difference to standards and achievement in the earlier years. Although the school has appropriately chosen to focus improvement on English, mathematics, science and ICT, other subjects are also improving well through careful attention to planning the curriculum and the impact of more effective teaching. Pupils with special educational needs achieve well and there is little difference in the achievements of different groups. However, in some lessons, particularly in Years 3 to 6, teachers are less effective in using their assessment to plan activities to meet the needs of all pupils, especially the higher and lower attaining pupils, and at times, this affects the achievement of these pupils.

Pupils' attitudes, values and personal qualities

Pupils have good attitudes and interest in school and behave well. The school is a friendly and caring community in which pupils learn in harmony. Much of this is due to the very good provision for pupils' spiritual, moral and social development. Pupils' attendance at the school is satisfactory.

Main strengths and weaknesses

- Pupils have high levels of confidence and self-esteem because adults show great concern for their feelings, value their opinions and have high expectations of them.
- Pupils relate very well to each other and respect differences.
- Pupils are very interested and enthusiastic about their work and are able to take responsibility and be independent.
- The multicultural element of pupils' experience is underdeveloped in the school's provision.
- Too much authorised absence results from holidays taken in school time.

Commentary

5. The school provides well for pupils' personal development. Pupils respond very well to an ethos which places great value on the individual and which is underpinned by very good relationships. The headteacher knows the pupils well and together with the rest of the staff, shows through personal example how people should treat each other. As a result, a feeling of mutual respect pervades the school and pupils respect themselves and others. Relationships are friendly, with adults sensitive to pupils' feelings and individual needs. This relaxed atmosphere, both in the playground and in the classroom, provides an atmosphere in which pupils work and play in a happy and calm manner. This makes a very good contribution to pupils' learning and affects their achievement positively. They talk confidently with adults, co-

operate well with one another and listen carefully. Pupils nearly always give of their best and show good perseverance. They respond well to the good expectations of them and work independently with little fuss. Children in the Foundation Stage are in line to reach the early learning goals in their personal and social development by the end of the reception year.

6. The school has introduced a strategy for managing pupils' behaviour, which is used consistently and to which pupils respond particularly well. Teachers are successful in establishing routines and systems to ensure good behaviour in lessons and this has a significant impact on pupils' achievement. Consistent application of rules, and calm and considered discussion of reasons for them, leads to good behaviour and a productive atmosphere and steady concentration in lessons. A major factor in the pupils' noticeable interest and enthusiasm is the lively and interesting teaching that ensures they are motivated to do their best and enjoy their work.
7. The school praises and celebrates the achievement of pupils in many ways. There are photographs displayed of pupils who have tried particularly hard in school, with captions that describe what was good about their work. One of the recurrent themes is persistence and many pupils are praised for never giving up. Assemblies give opportunities to celebrate particular achievements and are used well to encourage improvements in behaviour and attitudes.
8. The school seeks the views of pupils and listens to their concerns, for example in circle time, when pupils communicate and share their feelings. For example, pupils in a lesson identified why one girl had lots of friends; 'She comes up and talks to you and is always smiling.' Pupils enjoy school and each other's company. They say that they like school and this is backed up by their parents' comments. Pupils show care and concern for each other, for example when older pupils play on the younger pupils' playground, joining in their games and activities. There is little evidence of name-calling or teasing to be seen or heard. Only one pupil has, appropriately, been excluded in the last two years.
9. Provision for pupils' spiritual development is very good. Teachers and pupils are open in sharing their spiritual experiences and showing respect and reverence; for example when singing 'Peace, perfect, peace' in assembly and being silent for two minutes on Remembrance Day. Pupils take these moments very seriously and experience reflection and prayer with feeling and respect. Assemblies make a good contribution to spiritual awareness and religious education makes a good contribution to the discussion of different beliefs.
10. The very good example set by staff of courtesy and esteem for the pupils has a positive impact on pupils' development of respect for other people's feelings, values and beliefs. The school is good at helping pupils to distinguish right from wrong. Pupils help to set rules and therefore understand and abide by them, making the school a safe and pleasant place to be.
11. Opportunities to serve the school community and develop a sense of community are strong. Pupils understand how to help others and take care of younger ones at playtime and around the school. Teachers provide many opportunities for pupils to work together in pairs and small groups, to share equipment and to help one another. As a result, pupils show patience and tolerance.
12. The school promotes awareness of other religions and cultures represented in our society in religious education. The work of staff in making all pupils feel valued leads to pride and confidence in their own local culture. There is a breadth of art, music and literature that increases pupils' awareness of life outside their town. Development of broader cultural awareness is included in geography and history, but as yet is underdeveloped as there is not enough emphasis on pupils learning about other faiths and cultures. The school makes satisfactory provision for this aspect of pupils' personal development.
13. Attendance is satisfactory, as is pupils' punctuality, and the school works hard to discourage unauthorised absences and improve levels of attendance. A significant proportion of

authorised absences is due to some parents continuing to take their children on holiday in term time, although the school tries hard to dissuade them.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9%	School data	0.7%
National data	5.4%	National data	0.5%

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	94	2	1
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Pakistani	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Pupils achieve well because they are taught well, and experience a wide, varied and stimulating curriculum. The school provides good care, guidance and support for its pupils and has effective links with parents and the local community.

Teaching and learning

The quality of teaching and learning is good, and in Years 1 and 2, it is very good. Teachers assess their pupils well.

Main strengths and weaknesses

- There is very good management of pupils and very good encouragement to do well, so pupils work hard and want to achieve.
- Teachers have good knowledge of the subjects they teach, particularly in English, mathematics and science.
- Some teachers do not use assessment sufficiently well to plan for individual and groups of pupils' needs in lessons.

Commentary

14. The school has worked hard to develop teaching and learning, ably led by the recently appointed headteacher, and it has improved well since the last inspection. Teaching is generally good in all subjects and in all classes, and where there are inconsistencies they are few and in the older classes. Teachers manage their pupils very well and provide them with interesting and varied activities. Often the tasks are practical activities and this helps pupils

understand and remember what they have learned. Teachers encourage their pupils and give them confidence in their learning so that they are motivated, interested and want to do well. Generally, teachers ensure that all pupils are included well in lessons.

15. The teaching in the Foundation Stage is good. Relationships between teachers and children are good, and provide a good model from which children to learn how to relate to others. The teaching of personal and social skills is good although teachers are not always consistent in the way they manage the behaviour of children. Communication, language and literacy, and knowledge and understanding of the world are taught well and teachers make good use of story time, puppetry and role-play to promote language and these make good contributions to children's achievement. However, teachers sometimes miss opportunities to promote language development.
16. The teaching in Years 1 and 2 has strengths because teachers know their pupils well and use this information to plan tasks and activities that match pupils' abilities precisely. As a result, teachers' expectations of their pupils are particularly challenging and demanding and their teaching methods and use of time are consistently effective. Although all teachers use questions well, in Years 1 and 2, the use of questions is precise and extends all pupils fully, encouraging them to think for themselves.
17. Teachers are confident, particularly in English, mathematics and science, and this inspires pupils to be interested and self-assured in their lessons. Pupils enjoy their lessons, are confident and therefore want to learn. As a result, pupils achieve well, gaining new knowledge and developing their skills and understanding, so standards continue to improve. Teachers expect their pupils to behave well and they do so. Through the tasks set and the questions asked, teachers provide many opportunities for pupils to think for themselves and to work with others, so these capabilities have been developed well.
18. Teaching assistants are used effectively and they make a good contribution to pupils' learning and in particular that of pupils with special educational needs (SEN). Teachers are careful to include all pupils and do so well, particularly in Years 1 and 2, through the use of varied and interesting activities and the careful use of questions to individual pupils. Lesson are structured and organised well, although in some lessons, assessment is insufficiently used to plan for individual and groups of pupils, so that the tasks and activities are not always well matched to the abilities of the higher or lower attaining pupils. Teachers make good use of a wide range of resources and use a variety of methods to make their lessons interesting, and in this they succeed. They set homework regularly and this makes a satisfactory contribution to pupils' learning although sometimes this opportunity could be developed.
19. Teachers assess their pupils thoroughly, carefully and regularly, particularly in English, mathematics and science. In other subjects, such as history, assessments are being developed but have had less time to make as much impact on teaching and learning. The assessment of pupils with special educational needs is good. The school uses the information well to identify pupils needing 'extra' help and to form teaching groups. The assessment of pupils' progress during a few lessons in Years 3 to 6 is not always sufficient to ensure that subsequent work is planned at the right level to meet all pupils' needs. Assessment records are used to analyse pupils' progress as a year group, as a class and at an individual level. Pupils are set targets in English and mathematics and these are successfully helping them to understand what they need to do to improve.
20. Despite the detailed assessment records, there are a few lessons where teachers have not matched pupils' work sufficiently to their abilities, with the result that in those lessons, sometimes the higher attaining pupils were being insufficiently challenged and at other times the lower attaining pupils found the work too difficult. However, in Years 1 and 2, assessment was being used well to plan work matched to pupils' abilities. Teachers mark their pupils work regularly and often include encouraging praise. Pupils are clear about how well they are doing and what they need to do to improve.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (28%)	17 (53 %)	6 (19%)	0	0	0

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

The curriculum

The school provides a good curriculum for its pupils that is interesting and enables them to progress. There are good opportunities for enrichment through interesting projects and visits, and there is a satisfactory range of extra-curricular activities. Resources are satisfactory but accommodation is unsatisfactory overall.

Main strengths and weaknesses

- The curriculum is well planned to meet statutory requirements with a good emphasis on practical and investigative work that develops pupils' skills.
- There are good links between subjects to make the curriculum relevant to pupils and a good range of enriching features to enliven the curriculum and interest the pupils.
- The provision for outdoor play in the Foundation Stage is unsatisfactory and some resources are inadequate.
- There is not enough emphasis on widening pupils' understanding of other faiths and cultures.

Commentary

21. Curricular planning has improved well since the last inspection. The curriculum now includes all aspects of the National Curriculum and leads on smoothly from the areas of learning in the Foundation Stage. However, outdoor play for children in the reception class is not provided adequately and this hinders children's achievement. The recently appointed headteacher has ensured that curricular planning gives due emphasis to all subjects and provides a clear structure for teaching. It is managed efficiently and effectively through the use of computers so that teachers can amend and modify their planning daily. Planning for mixed age classes is effective, ensuring that pupils do not repeat work they have already done unnecessarily. A notable exception is planning to teach pupils about other faiths and cultures. This aspect is taught in religious education lessons but does not extend adequately into other subjects such as music and art. The strategies for literacy and numeracy are now well embedded in the school's practice and have helped significantly to raise standards. Personal, social and health education and citizenship are planned into the curriculum well and include provision for drugs and sex education.
22. The curriculum draws on national guidance to give a framework for foundation subjects (ICT, humanities, creative, aesthetic and physical subjects) and this is currently being adapted to meet the needs of the school. Although there is already a good emphasis on the development of skills through practical tasks and investigation, further work is being done to improve the way in which skills develop as the pupils get older. One of the strengths of the curriculum is the way in which creative links are made between subjects. This gives the curriculum coherence and makes it relevant to the needs of the pupils. Teaching in the subjects of art and design and design and technology takes place in half-termly blocks. This works well in ensuring that there is depth to the teaching of topics because they are spread over several weeks. The school supports pupils with special educational needs well. There is very early identification of concerns and support, and individual plans have clear targets that are monitored well. There is a high level of commitment to inclusion for all and pupils' individual needs are met well through support, including external support, the good use of support staff and the well chosen activities taught. The school has started to identify gifted and talented pupils and usually meets the needs of higher attaining pupils well.

23. The range of after-school activities on offer is satisfactory and similar to that seen in other schools. The activities are targeted and planned for mainly older pupils with less on offer for the younger ones or those with creative interests. By contrast, the curriculum is enriched well through the good use of visits and other features to extend what is learned in lessons. Pupils have many opportunities to take part in exciting projects, such as a residential visit to an outdoor centre, a visit to a pharmaceutical factory and participation in a science project with other local schools. Pupils recall these events with great enthusiasm.
24. All staff are well qualified with a good range of skills and experience between them. Where teachers are inexperienced in a particular year group they are supported well. In the main, teaching assistants make a valuable contribution to teaching and learning, being well qualified and trained. However, teachers do not always deploy them to best effect and occasionally they are underused.
25. The Victorian building has several drawbacks, though staff manage the quirks very well. Classrooms are bright and spacious but the hall is barely adequate in size. The lack of a school field limits the extent to which pupils can participate in sport and this compromises the curriculum in physical education. There is no grassed area for recreation. The flights of steps in several places limit the access for people with mobility difficulties. Provision for outdoor play in the Foundation Stage is unsatisfactory because of the lack of facilities and resources.
26. The school is adequately resourced overall. However, the library is inadequate for the needs of the pupils and would benefit from more reference books. There are not enough computers and at times some pupils have to share one machine between three of them, which reduces the amount of time each pupil has access and therefore their achievement in ICT.

Care, guidance and support

The school provides good care for its pupils and ensures that their welfare, health and safety are well provided for. There is good provision of support, advice and guidance that is based on effective monitoring of achievement and personal development. The school values the views of its pupils and acts on them well.

Main strengths and weaknesses

- Very good trusting relationships ensure that all pupils are known to staff very well.
- The school responds rapidly to any behavioural or care issues.
- There is swift induction for transient pupils such as traveller children.
- Good News Assemblies celebrate a range of successes and pupils know their targets and use them.
- There is good support for pupils with special educational needs.

Commentary

27. Pupils are very comfortable talking to staff and feel that teachers are both fair and also willing to listen to their ideas. One pupil said about the teachers in the school “they are ready for you” and that if “you want a private word” it can be arranged without a fuss. The school provides a secure environment where pupils have confidence in their teachers. Recently introduced methods of dealing with any misbehaviour are effective and extra support in classes is having a beneficial effect on achievement. The school is planning the inception and election of a school council, but as yet there is not a formal opportunity in school for pupils to address their views and suggestions to staff. Nevertheless, pupils feel their views are valued and listened to by the school, and as a result they value the school, their teachers and their learning. This aspect is benefiting from strategically planned improvements.

28. Health and safety provision is well organised in the school and procedures are well established, with the advice of outside experts being sought on specialist issues. Pupils are encouraged to think about healthy eating through the provision of a daily tuck shop for pupils, which sells fruit, and by encouraging them to drink water regularly during the school day. Child protection arrangements are well established and known to staff, and the designated person has regular training through the local education authority to update her training. However, child protection procedures are not publicised on a regular basis to parents and children.
29. Well-established measures are in place for pupils arriving in the school on a transient basis. Many of these pupils may attend the school for a few weeks each year and the school works closely with the Traveller Service to make sure that pupils are settled quickly back into classes and their education.
30. Good News Assemblies celebrate pupils' successes each week and pupils enjoy sharing the achievements of others as well as their own, and the chance to be a Star of the Week. Pupils know what is expected of them and how they can seek help to improve their work. When reviewing pupils' work, teachers provide regular feedback on progress and set targets for their pupils. There are good strategies to support the learning of pupils with special educational needs, and teachers and support staff work together closely to identify those pupils who need help.

Partnership with parents, other schools and the community

The school has good links with parents, the community and local schools.

Main strengths and weaknesses

- The involvement of parents in the school is being developed, including the community education base.
- Parents are increasingly involved where their children are identified as having challenging behaviour.
- There are strong community links with the neighbouring church, the local Beacon cluster and nearby secondary schools.

Commentary

31. Parents are becoming increasingly involved in the work of the school and this is having an improving impact on pupils' achievement. The school has made great efforts to open up communications with parents and to bring them into the school on a regular basis, assuring them that their views are important and relevant. This was reflected in the parents' questionnaires and the views given at the parents' meeting. The number of parents attending events such as the Good News Assemblies and Harvest Festival has risen dramatically. Governors and staff welcome parents into school to help in lessons or with visits, but as yet very few have taken this opportunity. Parents are provided with good quality information about their children's progress and there are good procedures to deal with any concerns or complaints. Well-established induction procedures help the school to establish a strong link with parents at the start of their children's education and alert them to any special needs or care that a child may require in their time at school. This has been especially successful in relation to the involvement of parents whose children have been identified as having more challenging behaviour. The school works closely with the community education facility in the school, which provides a wide range of courses for parents and effectively extends links to the benefit of the school and pupils.
32. Good links have been developed with the immediate community, most especially the local church. The school makes good use of the range of experience that helpers from the church congregation have brought to classes. Close links to the local cluster of schools have provided many opportunities for staff development, particularly using a Beacon school. The school

works well with other local schools to provide a range of activities to develop friendship groups and maximise the transfer of information between primary and secondary education in the area.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are good, the leadership of the headteacher is very good, and that of other key staff is good.

Main strengths and weaknesses

- The headteacher gives very good leadership and has a clear vision for the improvement of the school.
- Strategic planning for the school is very good.
- The school has created an effective team whose professional training is very good.

Commentary

33. The very good leadership of the school by the headteacher is the major factor in its effectiveness and its very good improvement since the last inspection. The school strives constantly to improve and extend provision to meet the needs of the pupils. The vision, understanding and drive of the headteacher are extremely good and she has put together a good team who share this vision. The school is critical of itself and has used school self-evaluation to plan training, meet pupils' needs and make innovations. Staff have good levels of energy and commitment and are skilful educators; this adds to the good quality of education and leads to good achievement by pupils. The ethos and relationships within the school are particularly caring and respectful and reflect the overall aims. The school is a happy and caring community and parents, pupils and staff work together in harmony, in which everyone is included well. The school works particularly hard to identify the needs of the pupils and meet them. For example, the after school provision meets the needs of specific children and their parents. Particular strengths are staff development, the school improvement plan, and leadership of the curriculum and teaching by the senior staff. There is strong focus and determination in initiating new projects and seeing them through; for example, the improvements to the playground and accommodation and the new project for providing a new school library and better space for administration. These innovations are part of the overall very good improvement since the last inspection and positively affect the provision for pupils, raising their achievement.
34. Governors are astute and supportive, giving good support and challenge to the school and being clear about its future development. Support is well informed, which enables full participation in discussions and developments and the meeting of statutory requirements. There is good trust in the headteacher and staff and a clear, shared commitment to constant improvement, which includes the planning for improvements to the building. The school improvement plan is very clear, focused and concise, and relates particularly well to the specific needs of the school. It is implemented and monitored well by staff, and keeps the school moving constantly towards its targets and aims. The school has used the budget over the last two years to build up an underspend to pay for its contribution to the improvements identified. Spending is prudently used to obtain good value and improvements made and resources purchased are well used. This ensures that the school provides good value for money in terms of the budget it receives and the good quality of education provided.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	323,979
Total expenditure	310,234
Expenditure per pupil	2,564

Balances (£)	
Balance from previous year	13,777
Balance carried forward to the next	27,522

35. The headteacher and deputy both teach part-time as well as managing the school well on a day-to-day basis. The deputy oversees provision for older pupils and the headteacher leads provision for younger pupils and the reception children. This ensures a good partnership, which also includes the co-ordinators for other areas of the curriculum. The headteacher and deputy also monitor the day-to-day teaching and achievement of the pupils and have forged a strong and effective partnership with the staff in seeking constant improvement to help raise standards. The deputy headteacher shares the strong vision of the headteacher and contributes to the leadership of the school well. The systems and day-to-day management of the school are well thought out. The very effective programme for identifying staff needs and training makes a strong contribution to the quality of education and the pupils' good learning and achievement. The roles of curriculum co-ordinators have improved well since the last inspection and further improvements in monitoring provision and standards are planned. The use of support staff is generally good in providing additional teaching and expertise to raise achievement. The building and playground limit the range of opportunities and activities in the school, but space has been utilised well to make a safe, exciting and lively learning environment. Outdoor play facilities are limited but the available space has been used well and improved recently.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good overall and has improved since the last inspection. It is led and managed well, ensuring that the two teachers work together effectively. When they start school the attainments of the children vary considerably from year to year, as the numbers are small. In the current reception class most of the children have attainments that are below those expected at their age, partly because few of them have attended nurseries prior to starting school. The children who are not yet of statutory school age are taught alongside Year 1 pupils in a mixed age class by two different teachers during the course of a week. The children steadily gain in confidence and independence and achievement is satisfactory overall and good in personal, social and emotional development and creative development. The curriculum is well planned to incorporate all the areas of learning that lead smoothly into the National Curriculum. This works well, particularly in getting children started in literacy and numeracy well. At the time of the inspection the children had been in school for only half a term.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children settle rapidly into school routines and achieve well.
- Good relationships with adults help children to feel confident and happy.
- Older children in Year 1 are good role models.
- Children rapidly become independent.
- Teaching is good but teachers are not always consistent in the way they manage the behaviour of children.

Commentary

36. Children achieve well in this area of their learning and most are likely to reach the goals expected for their age by the end of the reception year. They make good progress because of the orderly atmosphere in the classroom and the example set by adults. Although children are settling to school routines satisfactorily a few of them still have underdeveloped social skills, and find it hard to conform to the expectations set by staff, for example, they have yet to learn to refrain from calling out, to listen carefully and to persevere with tasks.
37. Teachers have good relationships with the children and have established effective strategies for managing their behaviour. The children know what is expected of them and are learning the correct way to behave, though both teachers do not always implement the agreed strategies consistently. The children are quickly learning to follow the teacher's instructions and are happy to play together, learning, with adult encouragement, how to share and to take turns. The children in the reception year benefit from the influence of the Year 1 children, who set a good example of how they should behave. The children are growing in independence, for example, by tidying away their own equipment at the end of lessons. They are becoming increasingly confident in handling the range of equipment in the classroom.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and skilfully weaves language development into activities such as story time, puppetry and role play, but sometimes opportunities to promote language are missed.
- Teachers provide good models of spoken English for the children.

Commentary

38. Children's achievement is satisfactory, though few are likely to attain the early learning goals expected for their age by the end of the reception year because of the limited language skills many of them have when they start school. Language development is a key part of every day and teachers are good at reinforcing vocabulary at every opportunity, especially when working with small groups. The teachers provide good models of spoken English for the children to emulate, using clear diction. Good use is made of pictures and stories to develop vocabulary and role-play; discussion and puppetry are very effective in prompting children to talk. For example, when the teacher was in role as Cinderella, children were keen to show their concern about her spoiled dress. Sometimes the contribution of the children was limited because the teacher dominated the discussion too much or because opportunities were missed to deepen the understanding of the children through questions or reinforcement of vocabulary. It is too early in the term for children to have begun to read or write though they have made a start in recognising letters and the sounds they make and there are plenty of opportunities to browse with books, which they handle correctly and with care.

MATHEMATICAL DEVELOPMENT

39. Very little direct teaching in this area was observed so it is not possible to make an overall judgement of provision or standards. Teacher's planning shows an apt range of interesting activities to promote mathematical understanding. Activities are thoughtfully linked to a context such as the story of Cinderella to give them relevance, though sometimes activities are unrelated to previous experiences. When playing with counting games, children make the best progress in small groups when there is interaction with an adult that promotes their speaking and listening as well as mathematical understanding. When left to their own devices a few rapidly lose interest and drift to other activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are introduced to a good range of experiences that help them to learn about the world in which they live.
- Language and social skills are promoted well.

Commentary

40. Few children are likely to reach the goals set for them by the end of the reception year because of the narrow range of experiences most of them have had when they start school. Nevertheless, they make good progress in broadening their understanding of the world; for example, they begin to understand about life cycles by planting broad beans and observing their growth. Teaching and learning are good and children's achievement is satisfactory because activities have relevance and are planned to suit the aptitudes of individuals. Through carefully planned activities children begin to understand simple scientific concepts, for example, when they tested Cinderella's shoes to see which would keep her feet dry. By testing a range of different types of shoe they are beginning to experience an investigative approach that prepares them well for work they will meet further up the school. They are introduced to measurement as they carefully time how long each shoe is submerged in water and begin to

make simple predictions about the shoes. The teaching was effective because key vocabulary was emphasised and questions repeated and re-framed to ensure understanding and as a result higher attaining children made good progress. Children rapidly gain confidence in using technology, either on computers or when using a programmable toy.

PHYSICAL DEVELOPMENT

41. It was not possible to make an overall judgement of provision or standards, but the curriculum planning indicates that there are, in the main, suitable opportunities for physical activities, with the exception of outdoor play. Children develop their manipulative skills well by handling paint and brushes, threading beads and handling small parts of jigsaws. Teachers are very mindful of the need to assist the children in their first attempts in manipulating equipment. A good example of this was seen when the teacher patiently helped children to cut out their dragon puppet shapes, by showing the correct way to hold the scissors and paper so the children were able to achieve success and the satisfaction of doing it for themselves.
42. The provision for outdoor physical play is unsatisfactory, partly because of the limitations of the building as there is no fenced area for outdoor play, and partly because it has not been planned into the curriculum. This restricts the progress children make in this area of their development and as a result they are unlikely to achieve the goals for their age. Insufficient attention is given to regular and well-planned outdoor physical play and there is a shortage of large equipment for this purpose.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well.
- The curriculum includes a broad range of opportunities for creativity.
- Role-play is an effective feature of the curriculum.

Commentary

43. Teaching and provision in this area are good and children are likely to meet the goals set for them by the end of the reception year. Children are given plenty of experiences to use their own ideas and imagination. They make the best gains in learning with adult guidance, as was seen when children painted dragons. They applied the paint with developing brush control and decorated Cinderella's umbrella by sprinkling glitter on to glued areas. The role-play area of Cinderella's castle is well equipped for imaginative play and children use it sensibly, playing together amicably. They would benefit from more adult intervention to take the play forward and to reinforce language, and in this respect, support assistants are not always sufficiently proactive. The children are becoming familiar with a range of musical instruments and they take great pleasure in exploring the sounds they make, to create firework sounds for example.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in English by Year 6.
- Pupils' achievement is good throughout the school with strengths in Years 1 and 2.
- Teaching and learning are good throughout with some very good features for younger pupils.
- Pupils use their literacy skills well in other subjects.

Commentary

44. The previous inspection in 1998 found standards in English to be average, but better in reading. Standards have improved since then and are now above average in all aspects of English by Year 6, with older pupils achieving well. By Year 2, standards are average in all aspects of the subject although pupils' achievement is good, compared with their capabilities and previous attainment.
45. Pupils in Years 1 and 2 are achieving well because teaching by the two very experienced and skilful teachers has particular strengths and ensures that pupils' learning enables them to improve quickly. The strong features of teaching and learning are high expectations of pupils, particularly lively and interesting teaching, very good grasp of the subject and particularly good management of pupils' behaviour and learning. Support staff are very effectively used, are skilful and sensitive to pupils' needs and ensure that all pupils, particularly those with special needs, understand what is taught and are included in lessons. Pupils are therefore very interested in their lessons, keen to learn, hard working and cooperative. They are able to use their previous learning to try out new work with confidence and they enjoy their lessons. A good example was the enjoyment and confidence shown by pupils reading the 'Rickety Train Ride' poem together and their subsequent learning about pairs of rhyming words. The activities selected by the teacher were particularly helpful in extending pupils' enthusiasm and enjoyment into learning new phonic skills.
46. Teaching and learning are good overall for older pupils with some very good teaching also seen. Lessons are matched effectively to pupils' different needs, including those with special educational needs and higher attaining pupils, so that all achieve well. Teachers are lively and confident, with good expectations of pupils' behaviour. The rigorous pace of lessons and the interesting range of tasks and activities planned are particular strengths. The organisation of mixed age classes is good, with pupils working in groups related to their abilities. The good teaching and learning leads to pupils achieving well and being both challenged and supported in their learning. Pupils are very interested in books and literature and can discuss and clearly justify their opinions about what they are reading when asked to do so. They understand what they are reading well and are able to discuss a range of authors and books, which they have enjoyed. They listen and follow instructions carefully. Older pupils are confident and interested in discussions, showing good fluency in lessons where they are asked to discuss their viewpoints and learning. This is generally developed carefully by teachers, but is inconsistent with a few lessons requiring only limited answers to questions and not developing pupils' speaking skills sufficiently in debate and discussion.
47. The school has targeted the improvement of writing across a wider range of subjects as an area for development and this has had a good impact on improving the quality of written work, which is now good. Many opportunities are given for pupils to extend their writing skills in subjects such as history and science. Some very good written work was seen in extended and imaginative writing, scripts, note taking, reports and word-processed newspapers. Teachers mark pupils' work well, positively extending their learning and praising and encouraging them.

Handwriting and presentation of work are good, with pupils taking pride in their work and using well-formed script.

48. The subject is led well by a very experienced co-ordinator, who supports teaching well. Assessment is good and is used well generally to plan lessons although this varies from teacher to teacher. The school is planning to extend the library both in purchasing new up-to-date books and in providing new accommodation for a larger library. ICT is generally used well to support learning and some good examples of word processing were seen in pupils' displayed work. English makes a good contribution to pupils' cultural, social and spiritual development.

Language and literacy across the curriculum

49. Language and literacy are used well across the curriculum, for example in history, geography, religious education and science. A very good lesson in Year 4/5 showed good links to history in using the story of Odysseus meeting the Cyclops as a basis for literacy. This worked particularly well because pupils were very interested in the story, had good knowledge about Greek myths and were challenged and extended by the teacher to discuss and justify their opinions. They used their knowledge and good writing skills to make accurate and rapid notes about the tasks set, and kept notes of their opinions for later in discussion.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Achievement is good throughout the school so that by Year 6, they attain standards that are above the national average.
- Teaching is good with strengths in Years 1 and 2; pupils are managed very well and they are expected and encouraged to do well.
- Pupils are highly motivated, work hard and produce a good volume of work.
- There are insufficient opportunities for pupils to develop their investigational and problem solving skills.
- All teachers need to use their assessments to plan for individual and groups of pupils' needs in lessons.

Commentary

50. Standards in mathematics are average in the current Year 2 and above average in the current Year 6 as a result of good achievement throughout the school. Over recent years, results in the national tests have improved considerably. In 2003, all Year 2 pupils reached the expected standard, and over a third achieved higher levels. Although a fifth of Year 6 pupils achieved higher levels in 2003, only 57 per cent of them achieved the expected levels, which was a disappointing result for this school. These results were lower in 2003 because the proportion of pupils with special educational needs was unusually high and 80 per cent of this year group of pupils joined the school later in their school career, so they did not benefit from the good opportunities provided, particularly in the earlier years at the school. All pupils achieve well and make good progress, including those with special educational needs, who are well supported by teaching assistants. Boys and girls make similarly good progress, as do those few pupils who are from minority ethnic groups. In some classes, particularly in Years 3 to 6, the progress of some higher and lower attaining pupils is limited by work that is not well matched to their abilities.
51. Since the last inspection, the school has worked hard to improve teaching and learning and consequently standards have risen considerably. Over recent years, the proportion of pupils

achieving the expected levels has risen, as has that of pupils attaining higher levels. In 2002, standards were high when compared with schools with similar intakes. Most pupils enter the school with below average mathematical understanding, but by Year 2, they are working within the expected range for their age, developing an understanding of place value and recalling number facts to 20. They are taught to use a range of strategies to calculate and can estimate and measure with some accuracy. As they move through the school, the speed and complexity of mental calculations increase. By Year 4 they are learning to multiply two 2-digit numbers, they use fractions with confidence, and they understand place values of less than one. By Year 6, they are multiplying and dividing fractions, using decimals, and analysing data, for which they use computers to present the information well.

52. Pupils' work and the lessons observed show that teaching is good and in Years 1 and 2, it is very good. In all lessons seen, teaching was at least good and in over half of them it was very good. The strengths of teaching throughout the school include:
- Carefully planned lessons that have a clear structure and lesson objectives.
 - Very good management of pupils that ensure they are focused on learning and no time is wasted.
 - A good range and variety of activities that are interesting and stimulating.
 - A good pace to the lesson and time is used well.
 - Good use of teaching assistants, making sure that they are well informed and able to contribute to the lesson.
 - Good use of exercises in mental agility and games that make learning enjoyable.
 - Good use of questions, and other opportunities for pupils to think for themselves, or to work together.
 - Very good explanation and use of accurate mathematical language.
53. In the two classes in Years 1 and 2 there were stronger features in the teaching. These were:
- The use of very carefully made assessments to identify and plan for individual pupils' needs and thereby ensuring that activities and tasks matched the abilities of all pupils in the class.
 - The very good use of practical activities that enabled pupils to develop their understanding, for example, the use of numbered carpet squares up to 20 in the playground so that younger pupils each had a number and, working with the rest of the class, had to position his/her number in the correct order.
54. In some lessons with older pupils, teachers did not use their assessments of pupils well enough to plan tasks and activities that met all pupils' needs and, at times, this had some impact on some higher or lower attaining pupils' achievement.
55. The use of the National Numeracy Strategy as the basis for planning teaching has made an important contribution to the rise in standards. The strong and appropriate focus on pupils' numeracy has developed their skills and contributed substantially to their development throughout the subject. The different aspects of the subject are mainly covered well and are often taught together in interesting combinations, but the area that is still insufficiently developed is that of investigational and problem solving activities. Although the use of computers is satisfactory, for example, ICT was used by one teacher to demonstrate the properties of two-dimensional shapes, and pupils' work showed ICT used for analysing data, this is also an area that is underdeveloped. Assessment of the subject is generally good, although in a few lessons it is less well used to plan activities. Pupils are monitored well, their work is marked regularly, and they receive regular feedback about how to improve. As a result, they are highly motivated and want to do well, and this in turn impacts on their achievements. Resources for the subject are good, and contribute well to the range of interesting and varied activities that pupils are offered. The subject is led and managed well by the headteacher, who has a very clear vision for the subject and monitors pupils' work, their achievement and the quality of teaching.

Mathematics across the curriculum

56. Pupils' skills are used satisfactorily in other subjects and there are some instances of good use. For example, in a science lesson, pupils were asked to investigate the absorbency of kitchen towels and used measuring cylinders to pour accurate amounts of water, then recording their findings graphically. However, this is an area that remains underdeveloped.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- The teaching is good and pupils have mature attitudes.
- There is a very good emphasis on practical and investigative activities.
- The co-ordination of the subject is becoming increasingly effective.
- Science contributes well to numeracy.

Commentary

57. Trends in national test results over the past three years show that attainment in Year 6 was well above average in 2001 and 2002 when compared with similar schools but performance in 2003 was disappointing, falling to below average against similar schools. Work seen during the inspection suggests that the current Year 6 and Year 2 pupils are achieving standards that are average for their age. This represents good achievement, particularly in the light of the narrow range of experiences many of them have had when they first start school. Standards have been maintained satisfactorily when compared with those seen in the last inspection.
58. The main reason why pupils are doing well is the quality of teaching, which is good. In Year 1 children are introduced to the principles of fair testing and begin to understand scientific enquiry through simple tasks such as finding the most waterproof from a range of different shoes. These early foundations are built upon well as pupils grow older. Higher up the school there is consistency in the teaching because most year groups are taught by the co-ordinator. This arrangement capitalises on the teacher's good knowledge of the subject and enthusiasm and helps with planning because she knows pupils well and understands their capabilities from year to year. Lessons are well planned to hold the pupils' interest, as was seen when pupils in Year 4/5 investigated how objects submerged in water are affected by the force of gravity. The teacher's questions were probing and challenging so that pupils had to draw on their own knowledge and past experiences to reach their answers. The task involved the use of scientific equipment, which pupils handled competently to take accurate measurements. They were swift to devise ways of tabulating their results. As a result of high expectations most pupils were mature and responsible as they undertook their practical work. They worked productively in pairs and groups, pooling their ideas and co-operating with each other. By the end of the lesson most pupils had made good progress in increasing their knowledge and consolidating their skills.
59. Most of the teaching is based on practical and investigative activities that bring the subject to life and develop skills in scientific thinking. Consequently, the work recorded in pupils' books belies their level of knowledge and understanding. Pupils are encouraged to record their findings in many different ways, such as graphs and tables. This approach makes a good contribution to their development in numeracy. The teachers' marking, with searching questions and helpful comments, helps pupils to improve their understanding, though it rarely alludes to the presentation of the work, which is sometimes untidy. There is a real strength in the way the school provides further enrichment to the science curriculum through well-chosen visits and participation in projects outside the school. Such activities do much to help pupils to see the relevance of science in the world.

60. The subject has been effectively co-ordinated and there is a clear plan of action for future development. This will involve monitoring, an area that is not yet well developed. The co-ordinator has time away from class to undertake duties specific to science and this time is efficiently used.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Since the last inspection, improvement in standards has been very good in Years 1 and 2 and good in Years 3 to 6.
- The achievement of pupils is very good in Years 1 and 2, resulting in standards that are above expectations in Year 2. Pupils are confident in using ICT, enjoy their tasks and can remember the work they have done.
- Good teaching of ICT skills in lessons and a good range and variety of opportunities are provided across the curriculum.
- The school has a good range of new resources, both hardware and software, that can be used in a variety of ways and in all subjects, although there are still too few computers for whole class use.
- Pupils' achievement and the quality of teaching are insufficiently monitored.

Commentary

61. In Years 1 and 2 pupils achieve very well because they have benefited from recent developments in the subject at the school. Pupils in the older classes are achieving satisfactorily and are now learning well, but they do not have the benefit of good earlier experiences at the school. The standards they are achieving are average. However, the above average standards being achieved in the younger classes should result in better standards as these pupils move through the school, given the better quality provision that now exists throughout the school.
62. In the direct teaching sessions, the teaching was good and pupils were learning well. In the Year 3 and 4 class, pupils were learning to use ICT for research in history and they were able to demonstrate good skills in scrolling and using icons to find sources of information. In the Year 5 and 6 class, pupils were learning to use PowerPoint to make a presentation, incorporating clipart, video, and sound clips, some of which they recorded themselves. In this class pupils were very interested and benefited from the co-ordinator's very good knowledge of the subject. In both lessons, the use of clear demonstration, combined with the use of ICT for a real and relevant activity, meant that pupils were highly motivated and confident in using the different types of hardware and software. In one lesson there were insufficient computers, so some pupils had to share three to a computer, and this had a limiting effect on their achievement. However, since the last inspection, resources have been improved very well, and there are plans to improve the situation yet further.
63. The subject is planned well and the range of opportunities offers a wide variety and breadth of activities in different subjects across the curriculum. The school now has a range of software that can be used in English, mathematics, science, design and technology, history, geography, art and music. Pupils have the opportunities to use the Internet for research and there are also digital cameras, digital microscopes, web cameras, sensors and microphones. Pupils talked with interest and animation about some of the ICT activities in which they had been involved. For example, the school makes good use of spreadsheets to analyse data, they use digital cameras for recording, such as photographing their teeth for a science lesson, and they use a roamer to demonstrate angles in mathematics. Some of the more interesting activities pupils could remember were the use of stop-motion video to record the growth of mould in a

darkened box for science and, in design and technology, the use of a program to design a duck, which allowed the alteration of the duck's wings, body and legs, followed by a test flight.

64. The subject is now well planned and this, together with regular assessments, is now beginning to impact on pupils' achievement. The subject is being led well by the deputy headteacher, who has a clear vision for the future of the subject. She provides a good role model for teaching ICT and has provided, and encouraged staff to attend, a wide range of opportunities for their development. As yet, the monitoring of teaching and achievement are insufficiently developed, although the co-ordinator has a clear view of the subject strengths and weaknesses.

Information and communication technology across the curriculum

65. Pupils' skills in ICT are used well across the curriculum and these experiences have been carefully planned into lessons, often with opportunity for direct ICT skills teaching in addition to the subject teaching. For example, in a history lesson, the teacher taught pupils how to use icons to find different sources of information. Pupils' work shows the use of ICT for word processing and cut and paste activities, combined with the use of digital photography to record events and other information needed for lessons and the use of the internet for research in history to find out about the Ancient Greeks, or the Vikings. Pupils were also able to talk about a wide range of ways they remembered using ICT, such as the use of games, programs for publishing, a virtual museum visit and the use of a video diary for a Leavers' Ceremony.

HUMANITIES

History was inspected in detail and is reported in full below. Work was sampled in geography and religious education, with only one lesson seen in geography and part of two lessons in religious education. It is therefore not possible to form an overall judgement about provision in these subjects.

66. Pupils' work in both geography and religious education suggests that standards by Year 6 are average and above those expected in Year 2. This represents satisfactory improvement since the last inspection. In both subjects, the development of skills has been the main focus of development and this can be seen in the way that pupils are able to compare distant places such as Greece with their own locality, or compare stories of creation from different religions. Both subject co-ordinators manage their subjects well in relation to planning and the provision of resources. They have started to track their subjects through sampling pupils' work, but as yet this does not sufficiently monitor pupils' achievements or the quality of teaching.
67. In **geography**, pupils have had the opportunity to use maps of the world to plan routes and to find information through research from the Internet. In the geography lesson seen, pupils were able to discuss Hurricane Isabel as they tracked its effects. They were able to use a world map well, locating areas, countries and cities. They could also compare India with other places in the world and had a good understanding of the terms 'climate' and 'monsoon'.
68. In one of the lessons seen in **religious education**, the teacher used pupils' own experience effectively to help them compare Jewish and Christian religions. The pupils had visited a local synagogue and were able to use this experience well. In another lesson, younger pupils were learning to understand sharing and giving through the use of a story. This lesson made a good contribution to pupils' spiritual development, through the use of reflection time and the emphasis on valuing people.

History

Provision in history is **good**.

Main strengths and weaknesses

- Good teaching and interesting lessons that focus on the development of pupils' skills help them achieve well in Years 1 and 2.
- ICT is used well for research.
- The monitoring of pupils' achievement and teaching need to be developed.

Commentary

69. Year 6 pupils achieve standards that are average, and in Year 2 they are above average. This represents satisfactory improvement since the last inspection. Lessons, together with pupils' work, suggest that pupils are achieving well in the lower years of the school, but in Years 3 to 6, achievement is only satisfactory because these pupils have not had the benefit of consistently good teaching of history in the course of their time at school.
70. In the lessons seen, pupils were learning to compare past times with life now, for example, through consideration of the differences between Ancient Greek and modern theatre. In another lesson, they made very good use of ICT to investigate the differences between schools in Ancient Greece and now. They have the opportunity to study artefacts such as Greek pottery, and learn how people dressed. Pupils enjoy history and find it interesting. They are generally taught well and given a stimulating range of tasks that are usually well matched to their abilities. As a result, pupils learn well and gain a sense of achievement from the subject.
71. The subject is planned well and the development of skills is emphasised. This adds to the interest for pupils and ensures that pupils develop their abilities in the subject. Pupils are assessed at the end of units and in most lessons, these assessments are used well to plan future work. The subject is led and managed well and planning and the provision of resources are particularly effective. Although pupils' work is being sampled, pupils' achievements and the quality of teaching are not yet sufficiently monitored.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in detail and is reported in full below. It was not possible to see any lessons in art and design, two lessons were seen in design and technology and only one lesson in physical education. It is therefore not possible to make firm judgements about provision. In addition to observing lessons, inspectors spoke to pupils about what they had learnt in these subjects and looked at pupils' work in art and design and design and technology.

72. From teachers' planning and pupils' work, including that on display, it could be seen that the work in **art and design** is varied and interesting. Pupils experience an interesting range of techniques and topics for their art and much of their work is bold and colourful. The subject is given suitable emphasis in the curriculum. Planning is based on national guidance, which the school is wisely adapting to better meet the needs of the pupils. Much of the work currently taking place illustrates what pupils are learning in other subjects; for example, striking three-dimensional masks of gargoyles support work in history in Year 4/5. This approach is beneficial in making the curriculum relevant and coherent to pupils, but the lack of emphasis on the development of skills means that some of the work on display lacks precision and detail, suggesting that pupils are not yet confident in mixing and applying paint, for example. The school is aware of this and the co-ordinator's action plan for forthcoming terms identifies the development of skills as a priority. The school has not yet gathered together a portfolio of pupils' work as a means of assessing what they have achieved and this too is an area for future development.
73. From the two lessons seen in Years 1 and 2, from pupils' work and that on display, the school's provision in **design and technology** has improved since the last inspection, when it was unsatisfactory. This is because more time is now spent on the subject and more emphasis

is placed on the process of design. Pupils are introduced to a good range of skills and materials over time. The subject is taught in blocks of half a term, alternating with art. The advantage of this arrangement is that pupils undertake interesting projects carried out over several weeks. They are therefore studied in more depth than they would be in disparate lessons. A good example of this is seen in the study of packaging in Years 3 /4, where pupils investigated the cartons from a fast food chain and designed and made their own versions. The pupils are good at evaluating their products, as was seen in a lesson where pupils in Year 2 designed a door for the home of the three pigs.

74. In the one lesson observed in **physical education**, teaching and learning were satisfactory. The pupils worked hard, progressed in their running skills and improved their performance. Standards of work were sound and they were given encouragement and opportunity to improve. Their attitudes were also sound and they behaved well. There is a useful action plan, which shows how the subject is being developed. The school has very limited outside space and no field, which has an impact on the curriculum for games and sport.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Pupils are achieving well in music.
- Standards in singing are good.
- Teaching and learning are good.

Commentary

75. Standards in music have been maintained since the last inspection and are in line with expected levels throughout the school and above average in singing. Pupils are achieving well in singing, and the curriculum in music is broad and varied. The additional specialist teaching is having a good impact on standards of work and the range and quality of music taught. Younger pupils played a variety of instruments with enjoyment and confidence and were able to appraise their own and others' performance in order to improve it. Older pupils in Year 2 could identify changes in pitch and tempo and follow simple notation. By Year 6, children could compose pieces of music in small groups and perform confidently for the class. They had appropriate understanding of the different elements in music and could describe with accuracy terms such as 'tempo', 'texture', and 'dynamics'. Singing together as a school in assembly is good; pupils sing tunefully with good expression, and standards in tempo and pitch are above average by Year 6. They sing a range of hymns and other songs and enjoy their singing, which is expressive and adds a spiritual dimension to their performances.
76. Teaching overall is good and because of this pupils learn well, are enthusiastic and work hard. The school benefits from two teachers who have considerable expertise and enthusiasm in music and an additional specialist teacher who has a strong impact on the breadth of the curriculum taught and pupils' achievement. Pupils are cooperative in small groups and confident in performing for others. They are interested in their lessons and take pride in their achievement. Music makes a good contribution to pupils' overall personal development, in particular their self-confidence and spiritual and cultural development. The subject is being led well, although the monitoring of teaching and pupils' achievement is underdeveloped.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. Only one lesson was seen in this area of the school's work and so no judgements are made about overall provision. Since the last inspection, the subject has been reviewed and is now an integral part of the curriculum. It promotes spiritual, moral and social development well because pupils are given plenty of opportunities to explore and articulate their own thoughts

and feelings and to gain an insight into how their own behaviour can affect others. The recent introduction of notebooks for the subject in some classes provides further opportunities for pupils to use their skills in literacy when recording their thoughts. There are regular lessons in all classes and a published scheme has been adopted to provide a framework for them. The scheme incorporates sex and relationships education and helps pupils to become aware of the dangers of drugs. The school is in the process of customising the scheme so that it more fully meets the needs of the pupils. It is too soon to judge the impact of this recent development. The lesson observed was very good indeed, drawing effectively on several lively techniques that encouraged pupils to communicate their thoughts and to have empathy for each other. The teacher orchestrated the session very well, by guiding the discussion skilfully in an unobtrusive way that challenged pupils to think hard about what they were saying and to respond to the opinions of their classmates. In this way the pupils were enabled to discuss their ideas about friendship in a mature and reflective way and they made good progress in speaking and listening as well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
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	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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