

INSPECTION REPORT

CLUTTON C OF E PRIMARY SCHOOL

Clutton, Broxton

LEA area: Cheshire

Unique reference number: 111280

Headteacher: Mrs B Hinds

Lead inspector: Josephine Moxon

Dates of inspection: 17 - 19 May 2004

Inspection number: 255840

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 years
Gender of pupils:	Mixed
Number on roll:	36
School address:	Broxton Road Clutton Broxton Chester Cheshire
Postcode:	CH3 3ER
Telephone number:	01829782367
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Canon D A Boyd
Date of previous inspection:	8 December 1997

CHARACTERISTICS OF THE SCHOOL

Clutton is a smaller than average primary school serving a very small village community. There are two full time classes, a part-time foundation class and an LEA Outreach nursery. The headteacher teaches a class four days per week. Pupils attend the school from within and beyond the village. Many parents are linked to the farming community. The socio-economic background of pupils is broadly average. Four of the 36 pupils are of minority ethnic origin and 32 are white British. Four per cent of pupils are eligible for free school meals, which is well below the national average. The number of pupils with special educational needs (19 per cent) is broadly in line with the national average, but there are none with a Statement of Special Educational Need. Pupils' ability when they start school is average. The school is part of a cluster group of ten primary schools and feeds the Bishop Heber High School. Unusual features of the school include tuition for Years 5 and 6 in French, German and Spanish, a wide range of after-school clubs and a weekly toddler group. The school is working towards the National Healthy School Standard and has recently gained the Basic Skills Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23584	Josephine Moxon	<i>Lead inspector</i>	English Religious education Art and design Music Foundation Stage curriculum Personal, social, health and citizenship education
11072	Shirley Elomari	<i>Lay inspector</i>	
2783	Rod Spinks	<i>Team inspector</i>	Mathematics Science Design and technology Information and communication technology Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Clutton Primary School is a very good school at the heart of its community with very many strengths and few weaknesses. Teaching is consistently good and frequently very good. There is very strong leadership by the headteacher, in spite of a heavy teaching commitment. Her inspiring vision, combined with the work of a very effective governing body and staff team, has improved the school significantly since the last inspection. Pupils achieve above average results, behave very well and enjoy very good relationships. The school is like a family in the way people care for each other. Its work enriches the lives of people in the village and beyond. The school's commitment to ensuring that all pupils are included in all it has to offer is excellent. Parents and pupils could not be happier with their school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve above average standards in English, mathematics and science, physical education, religious education and in personal, social and health education (PSHE).
- Teaching is consistently good and frequently very good, particularly in the Foundation Stage.
- The way in which the school includes everyone is excellent and care of pupils is very good.
- Pupils behave very well, enjoy their learning and love coming to school.
- Leadership and management by the headteacher and governors are very good.
- The management of the timetable for older pupils and the school development plan need some improvement.

The school has shown good improvement since the last inspection. At that time the headteacher, chair of governors and staff were all new to the school. In the last six years, the school has had some staffing changes and many new governors. The school has become more popular and holds a very high status in the community. The school has successfully addressed the key issues from the previous inspection. Teaching is better. Standards have risen in English, mathematics, information and communication technology (ICT), religious education, physical education, singing and personal, social, health and citizenship education (PSHCE). Inclusion is now excellent. Leadership, management and governance have improved. The school building has been extended. There is high quality education for children from the age of three.

STANDARDS ACHIEVED

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

Very small pupil numbers and particular circumstances would make the publication of benchmark grades inappropriate for 2003.

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.

Caution should be used in interpretation of the results in this table, as the numbers of pupils involved are very small.

Clutton is a very small school with less than five pupils in Year 2 and in Year 6 last year and in 2001. This makes comparisons with national and similar schools' results very insecure for 2001 and 2003. **Overall, pupils are achieving well** taking into account their capabilities. They enter the school with average levels of attainment and, by the end of the Reception year, are attaining above average standards. Progress continues so that the standards by the end of Year 2 and 6 are above average in English, mathematics, science, art, physical education and singing. The achievement of pupils is significantly better than at the time of the last inspection.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' attitudes to school are very good. Their behaviour is consistently very good, both in the classroom and around the school. Pupils' personal development is very good overall. Spiritual, moral and social development is very good; cultural development is good. Attendance is satisfactory. Punctuality is very good.

QUALITY OF EDUCATION

The school provides good quality education. Teaching is consistently good and frequently very good. Pupils learn well because of the good teaching they receive. Teaching is consistently very good in the Foundation Stage. Teachers plan very well and meet the needs of a very wide range of ages and abilities in their classes. They make learning fun.

The school provides a good curriculum. There is a wide range of subjects on offer in and out of school hours for such a small school. Visits to interesting places make learning meaningful and exciting. Pupils in Years 5 and 6 learn three foreign languages. More time needs to be given to art, design and technology, history, geography and some aspects of music in Years 3 to 6. The school makes very good provision to ensure the health, safety and welfare of all its pupils. Pupils form excellent, trusting relationships with staff. They receive very good personal support and guidance throughout their time at the school. The school has very good partnerships with parents, other schools and with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Leadership is very good. The headteacher is a very strong leader. Governors fulfil their roles very well. The Foundation Stage is well led. The administration systems are very efficient. The school development plan is too complex and there are some changes to be made to the timetable in Years 3 to 6 to provide a better subject balance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school as the heart of the community. They believe that the smallness of the school is an asset and are happy with the quality of education their children receive. Parents feel the school is well led and managed and that children are well taught. They value the staff and feel that they can approach the school with problems. They have no complaints. Pupils enjoy coming to school. They feel safe and well cared for. They value the support they get from adults and other children. Pupils think that lessons are fun and enjoy the after-school clubs. They would like to see better quality tables and chairs in Years 3 to 6, more physical education equipment and an improved play area. The inspectors agree with them.

IMPROVEMENTS NEEDED

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

- Simplify the school development plan to identify a small number of important priorities linked more directly to raising the achievements of pupils.
- Provide more time for art and design, design and technology, history, geography and some aspects of music in Years 3 to 6 in order to further raise standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

This is a very small school with less than five pupils in Year 2 and in Year 6 last year. This makes comparisons with national and similar school data insecure and enables individual pupil attainment to be identified. For this reason such comparisons are omitted.

Overall, pupils are presently achieving well, taking account of their capabilities. They enter the school with average levels of attainment and, by the end of the Reception year, are attaining above average standards. Progress continues so that the standards by the end of Year 2 and 6 are above average. The achievement of pupils is significantly better than at the time of the last inspection.

Main strengths and weaknesses

- Pupils show good achievement in response to the good teaching they receive.
- In 2003, pupils achieved well and attained results above those predicted for them.
- Children in the Foundation Stage achieve very well and are on course to exceed the nationally expected targets by the end of their Reception year.
- Current standards in English, mathematics and science are above average at the end of Year 2 and Year 6.
- Standards in literacy and numeracy are above average.
- Teachers' assessment of pupils is reliable and accurate, enabling them to track progress well in English, mathematics and science.

Commentary

1. Children enter the school with average levels of attainment in the six areas of learning identified for them nationally. They settle very quickly and, in response to the very good teaching they receive, they make rapid progress in personal and social development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They make satisfactory progress in their physical development because the limited facilities restrict opportunities. The school ensures that the children receive the appropriate learning experiences when they join with the Year 1 and 2 pupils in the afternoons. By the end of the Reception year many of the children are already attaining the standards normally seen in Year 1 in all the areas of learning except physical development.

2. In Years 1 and 2, pupils continue to achieve well in response to the good and frequently very good teaching they receive and are presently attaining above expected levels in reading, writing, speaking and listening, mathematics, science, art, physical education and singing. Standards are close to the average in all other subjects.

3. In Years 3 to 6, pupils make good progress and are achieving well. Good teaching consistently promotes their learning, especially in the core subjects of English, mathematics and science. Pupils in Year 6 are presently on course to attain above average standards in these subjects. Standards in physical education, art and singing are also above average for all pupils in this class. In religious education, standards exceed the expectations of the locally Agreed Syllabus. Standards are more typical in the other subjects.

4. Standards in literacy and numeracy are above average across the whole school and this is promoting good learning in the other subjects. Pupils use their ICT skills well in the other subjects of the curriculum, for example, when in Year 1 and 2 they present data they have collected as pictograms and bar charts or when they use word processing software to produce riddles in English. Older pupils have communicated using e-mail and have successfully accessed history information from the Internet.

5. Although overall standards vary from year to year due to the small numbers of pupils, achievement is significantly better than at the time of the last inspection in the Foundation Stage, English, mathematics, science, ICT, singing and physical education. Assessment is very effective in literacy, mathematics and science and contributes well to the high standards pupils achieve.

Pupils' attitudes, values and other personal qualities

6. Pupils' attitudes to school are very good. Their behaviour is consistently very good both in the classroom and around the school. Pupils' personal development is very good overall. Their spiritual, moral and social development is very good; cultural development is good. Attendance is satisfactory. Punctuality is very good.

Main strengths and weaknesses

- The school is a very harmonious community in which every individual is valued and is free from harassment and bullying.
- Pupils' attitudes to learning are very good and show a significant improvement since the previous inspection.
- Pupils' behaviour is consistently very good.
- Pupils' personal development is very good; they are very thoughtful, confident and considerate of others.

Commentary

7. Pupils rightly describe their school as being like a family; there is a very strong sense of community and everyone is involved in all aspects of school life. Every individual is valued and there is a very high level of mutual respect between children and adults. Pupils form very good relationships with one another and with staff. Pupils are exceptionally free of bullying and other forms of harassment. Year 6 pupils could remember that someone had been bullied 'a long time ago' but that it had been sorted out very quickly. Pupils are happy and confident, which helps them to learn well.

8. Attitudes to learning are very good throughout the school and have improved significantly from the satisfactory level reported previously. Pupils thoroughly enjoy coming to school. They try very hard to achieve their best and are enthusiastic about what they learn. Almost all pupils give 100 per cent, all of the time. They particularly appreciate the way their teachers make lessons challenging and fun. They enjoy the wide range of out-of-school enrichment activities; two thirds of the pupils attend the dance club. Pupils of all ages work very hard and concentrate very well. They take pride in their work.

9. Pupils' behaviour is consistently very good in lessons, around the school and at breaks and lunchtimes. This is an improvement on the good standards noted during the previous inspection. All adults in the school set very high expectations for pupils' behaviour and act as very good role models. Older children similarly encourage younger ones to behave kindly and sensibly and they take good care of them. Pupils are very well motivated by the rewards they receive, such as the 'Star of the Day' awarded by the midday supervisor. No disruptive or unkind behaviour was observed during the inspection. Although a few pupils find it difficult to regulate their own behaviour, this is very well managed so that they do not disrupt the learning of others. There have been no exclusions since the headteacher took up her post.

10. Pupils' personal development is very good overall. During their time in school they develop into mature and confident youngsters. Their moral development is very well fostered through the strong moral code and Christian ethos that pervade the school. Very good social development is evident in the way pupils of all ages work and play together, sensibly and co-operatively. The school consistently encourages pupils to be considerate of others. When pupils fall out with one another, they are shown how to negotiate so that they can make friends. Pupils of all ages carry out a range of responsibilities very willingly and sensibly. Pupils develop a good understanding of their own and others' cultural traditions through a range of visits and visitors as well as through the curriculum. However, opportunities for cultural development are not consistently strong in all subjects. Pupils' spiritual development is very good. They respond very well to the many opportunities they have to reflect on the things they have learned and on wider issues. Pupils develop a particularly strong empathy with others and are able to express it in mature and thoughtful ways. This is shown in many of the personal prayers written by pupils in Years 3 to 6. For example, one pupil wrote 'A Prayer for people who have a bad time at home':

'I wonder if everyone in the world has nice mums and dads?
 I wonder if everyone has parents who are never bad?
 I wonder if adults get scared at home sometimes?
 I wonder if some children dread getting home from school at times?
 I wonder if some people wish they lived in a different home?
 I wonder if we can help those people to get through the tough times?'

Attendance

Attendance in the latest complete reporting year (%) 2002/03

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.4	National data	0.4

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

11. Levels of attendance are broadly in line with that typically found in primary schools nationally. The school has good procedures in place to monitor attendance. Parents know the school's expectations and inform the school routinely of the reasons for absence so that there is no unauthorised absence. However, some families have to fit holidays around the demands of the farming year. Pupils are very punctual because they enjoy school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education with many very good features. Pupils achieve above the national average because of good teaching. The curriculum is good with very good opportunities for enrichment. The care and support pupils receive is very good and the school's links with parents are very good. The school very successfully develops the whole child. Pupils are very well prepared for the next stage of education within a family atmosphere that helps achievement. The way the school includes everyone, regardless of race, gender or ability, is excellent. Pupils from a range of ethnic backgrounds, with various talents and needs, receive high quality education and learn to live together in harmony. The school is like a family in the way people care for each other, but this is not at the expense of challenge. Parents and pupils could not be happier with their school.

Teaching and learning

Teaching is consistently good and frequently very good. In the Foundation Stage it is always very good. Pupils learn well because of effective teaching and they make good progress in all classes. Teachers plan and teach up to four year groups in the same class and ensure that all children receive what they need to help them make progress. There are very thorough testing and assessment procedures in English, mathematics and science. The results are well used to set appropriate targets for groups and individuals. Teaching is better than it was during the last inspection.

Main strengths and weaknesses

- Planning for mixed age classes is very thorough.
- Interesting activities make learning fun.
- Good use of different tasks caters well for age and ability.
- Very good classroom support helps learning.
- Relationships and behaviour in lessons are very good.
- Verbal feedback to pupils about their work is good, but the quality of marking varies.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	11	1	0	0	0

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

12. Some teaching by outside specialists was seen in music, swimming and modern foreign languages (MFL). The Outreach nursery received a brief visit. The headteacher and governors have ensured that staffing enables the Reception group to have their own class three mornings per week. The use of the Outreach nursery two mornings per week offers teaching to children from the age of three and provides additional teaching for the Reception group. Pupils aged six and seven are taught in one class in the mornings and joined by Reception in the afternoons. Pupils aged eight to eleven are taught together in one class. A specialist teacher is employed to teach singing and the local Specialist Language College provides teaching to Years 5 and 6 in three modern foreign languages. The headteacher teaches four days per week and is very well supported in her management role by additional administrative officers. Although she has a heavy class commitment, the leadership decisions relating to administrative appointments have had a positive impact on teaching and learning for all pupils.

13. Teaching in both classes and by specialists is generally good and frequently very good. Visits and visitors are used frequently to enrich teaching. For example a recent visit to the forest had inspired some very attractive and thoughtful art. Teachers have a secure knowledge of most of the subjects they teach, but there is a need to improve in the areas of design and technology and some aspects of music for the older pupils. Good knowledge of subject was seen in English, for example when the teacher used well-chosen examples of poetry to discuss stanzas and internal rhyme. Pupils produced imaginative rhyming poems of a high standard as a result. Children in the Reception group make very good progress in swimming as a result of skilful teaching, very good behaviour and very caring relationships. The strong teaching of the use of voice leads to very high standards in singing and builds confidence. Although teaching in MFL is not a compulsory part of the primary curriculum, specialist teaching gives pupils the confidence and skills to communicate in French, German and Spanish.

14. Teachers plan very thoroughly and in the core subjects there are different learning activities for pupils of different abilities based on good assessment. Teaching in other subjects is not so finely differentiated, but pupils are generally helped to complete very challenging tasks. Classroom support is very well used to improve progress. For example, in the work seen in history and geography and religious education, pupils in the class completed the same worksheets, but additional help was appropriately given and recorded. Pupils aged six and seven were taught the basics skills of reading and writing very well with the help of the support assistant who also assessed learning very thoroughly.

15. Teachers enjoy very good relationships with their pupils. They make learning fun. For example, in a science lesson, the teacher and classroom assistant dressed up and role-played a story of 'The Princess and the Roller Skates', capturing the attention of the class before investigations began.

16. Good behaviour helps teaching and learning. Pupils are happy to work together in pairs and groups in spite of age differences. Teaching helps them make good progress in their personal development. The use of circle time¹ in both classes is an effective teaching method to develop talk, encourage caring behaviour and good citizenship. For example, in Years 3 to 6 pupils took turns to tell a puppet how to be a good team player under the sensitive guidance of their teacher, explaining why feelings are fragile.

17. The school uses test information and ongoing assessments very well to ensure that teaching in the core subjects is matched to the needs of all pupils. In the class with four year groups, tasks are planned for at least four abilities. Pupils are set group and individual targets for their next steps in learning in English and mathematics. Pupils value the targets and understand them. These targets are shared with parents and sometimes used when marking work. Assessments are made in the other subjects, but they are used to best effect in the core subjects.

18. Teachers give good advice to pupils in lessons about how they can improve their work. Pupils recognise that marking also tells them to understand how they are getting on. Marking is best when it refers to what pupils are learning about and what they need to do next. Inspectors saw variations in the quality of marking.

The curriculum

The curriculum meets pupils' needs well. There are many strengths in the quality and range of subjects and experiences pupils are offered during their time at Clutton. There are some shortcomings in the way the curriculum is organised in Years 3 to 6, where planning is less thorough and time is not as efficiently allocated to some of the humanities and creative arts as in the other classes.

Main strengths and weaknesses

- There is good planning in the core subjects and the Foundation Stage.
- Learning is enriched by relevant and exciting visits and visitors.
- The out-of-school clubs offer a very wide range of activities.
- Specialists teach swimming, singing and foreign languages successfully.
- Standards in some subjects in Years 3 to 6 are lower than others because insufficient time is given to them.
- Resources are limited in some areas and the outdoor environment is in need of development.

Commentary

19. There is a good breadth of learning opportunities given to pupils in all classes. Pupils cover all the statutory areas of the National Curriculum and more. The headteacher and governors have taken advantage of the links with the community and other schools to enrich what is on offer. The unusual activities are a feature of the school that is valued by parents. The after-school clubs are very well attended by pupils from four to eleven and give them the chance to learn ICT, German, football, music, dance and, sometimes, Mandarin. Parents and others help to run the clubs. Specialist teachers are used well to enhance the curriculum. All pupils are included in all areas of the curriculum and most of the after-school clubs. During the inspection, 23 pupils aged between four and eleven thoroughly enjoyed themselves learning new dance routines and exercising. The time given to teaching and learning is above the national average. In Reception and Years 1 and 2, the planned use of topics and the organisation of the curriculum work well in line with new national guidelines.

¹ A method used in personal and social development to help pupils discuss sensitive issues and build positive relationships. The teacher controls responses by the use of an object, which is passed to pupils who wish to speak about the given topic.

20. In Years 3 to 6, however there are some shortcomings which clearly prevent progress being as good as it is in the earlier years. More time is given to areas of literacy and numeracy than is needed. History, geography, art and design and technology are not taught frequently enough. For example, pupils can go for a year or more without covering a geography or design and technology project, during which time essential skills diminish. Although all the National Curriculum requirements are covered in four years, there are too many opportunities for pupils to forget what they learned. In music there is exceptional teaching of the use of the voice, but some aspects of the subject lack consistent coverage. The National Curriculum specifications for listening and appreciating music from a range of times and cultures, for composing music and for working in groups, are left too much to chance.

21. The school seizes every opportunity to bring learning alive. The wide range of visits and visitors include: wildlife watch, tree dressing, artists working with pupils on batik and nature projects, multi-cultural music, and shared sporting, photography and singing festivals with other schools.

22. Teachers' skills are adequately matched to the needs of the school. The accommodation is limiting, but what is there is very well used. For example, the hall is used for Foundation Stage teaching, Nursery, toddler group, physical education, assembly, circle time and as a dining hall. The conversion of part of the kitchen to an ICT suite is a very good use of space to raise standards. Support staff and helpers are very well used to support pupils' learning. Resources are satisfactory overall, but there is a need to develop the open play space to allow for better teaching of physical activities and science. Plans are in place to improve the grounds. Pupils rightly identified the need to improve the quality of furniture and some equipment. The climate for learning is rich, with good displays and some good quality resources, including a mobile library, but the range of resources to support many curriculum areas is limited. Teachers frequently make their own large texts and books for teaching literacy.

Care, guidance and support

The school makes very good provision to ensure the health, safety and welfare of all its pupils. Pupils form excellent, trusting relationships with staff. They receive very good personal support and guidance throughout their time at the school. Support for learning is good overall. Children are very well prepared and supported when they start school. Pupils are encouraged to become involved when changes are planned. They know their views are very important because they see results. There has been very good improvement since the last inspection in this area.

Main strengths and weaknesses

- All pupils form excellent trusting relationships with all members of staff and the school is a very caring community.
- Pupils' health, safety and welfare have a very high priority: they are safe and very well cared for.
- Pupils' achievement and personal development is carefully monitored so that the advice and guidance available to all pupils is of a very high standard overall.
- Pupils are actively involved in planning improvements to their school and are confident that their views are valued.

Commentary

23. The outstanding quality of relationships throughout the school ensures that all pupils benefit from trusting relationships with every member of staff. The mutual respect between staff and pupils ensures that pupils trust adults to deal sensitively with any problems or worries. Pupils feel very safe in school, confident that adults are always willing to listen. Their concerns are taken seriously and help is always available when needed so that they can concentrate on their learning. Pupils see their school as an extended family because everyone looks after one another.

24. The safety and well being of children has a very high priority throughout the school. Procedures for monitoring health and safety are very clear. The provision of a 'drop off' point well away from the busy road has significantly improved safety. The procedures in place for child protection are very good. All staff and almost all governors have recently received training in child protection procedures. The school makes very good provision for first aid. Clear records are kept of any accidents and when medication is administered. Statutory requirements for health and safety, first aid and child protection are met in full, which is a significant improvement since the previous inspection. The school pays very good attention to encouraging healthy eating and is part of the 'free fruit' scheme. Pupils make their own choices from the lunch menu and meals are served to each child individually. The caretaker keeps the school immaculately clean, which encourages pupils to take care of it. Parents recognise and appreciate the very high quality of the care their children receive.

25. All staff know every pupil very well and this leads to a very high standard of personal support and guidance being available to each individual. The school monitors pupils' achievement in English, mathematics and science very well, but assessment and guidance in other subjects are not yet consistently at the same standard. Pupils and their parents are involved in setting targets for improvement each term. Pupils with special educational needs are very well supported through clear individual education plans. Gifted and talented pupils receive appropriate help to develop their full potential. Most pupils attend the toddler group and the part-time nursery provision before entering the school. This ensures that they are very familiar with the school and settle quickly.

26. Pupils of all ages are encouraged to share their opinions about planned school improvements. For example, all pupils have been involved in planning the proposed improvements to the grounds. Infant pupils visited a playground to try out various pieces of equipment in order to decide what would be the most popular. Displays of their work show that they have a clear understanding of their choices. Pupils are confident that their views are valued because they see the changes that result.

Partnership with parents, other schools and the community

The school benefits from a very strong partnership with all its parents. Parents are very well informed about school life and routines. The school is at the heart of its community and has very good links within it. The school has established very good links with the toddler group, Outreach nursery and other local schools to the benefit of teachers and pupils.

Main strengths and weaknesses

- Parent's views of the school are unanimously very positive; they are happy with all aspects of the school's work and support it very well.
- The school and parents work very well together to support children's learning.
- The school is at the heart of its community and provides a valuable resource within it.
- Links with other schools are used very effectively and make a positive contribution to pupils' achievement.

Commentary

27. Parents hold the school in very high regard. The response to the questionnaire and at the parents' meeting indicates an extremely high level of satisfaction with all aspects of the school's work. Parents particularly appreciate the small size of the school and the family atmosphere it generates. They value the wide range of opportunities their children have to learn outside and beyond the classroom. The Friends of the school work hard to provide a range of social and fund raising events. These are valued by the wider community as well as making a significant contribution to the facilities at the school, such as the computers and equipment for physical education. A significant number of parents help the school either in the classroom, by running extra-curricular activities, such as football, or on visits.

28. The school has a very strong partnership with parents and ensures that they are involved in their child's learning. Parents are very well informed about all aspects of the school's life through the prospectus, governors' report, newsletters and the school website. Workshops are held about various aspects of the curriculum. Annual reports are of a good standard overall. Reports for English, mathematics and science are very clear and useful, but those for other subjects are good. The school does not currently report to parents about personal and social education, which is a weakness. Parents are involved each term in setting targets for their child so that they gain a very clear picture of their strengths and where improvement is needed. Parents are encouraged to support their child's learning at home from the time they start school. For example, parents of Reception age children improve their child's language and literacy by helping them to write a sentence about P B Bear's activities when they take him home for the weekend. A good example is 'On Saturday we played bedroom tidy and skateboarding'. The active involvement of parents makes a significant contribution to the good progress pupils make in school.

29. The school plays an important role within the local community. It benefits from the strong commitment of community members and is valued as the only organisation in Clutton that brings people together and keeps village life alive. The Friends association holds events at a number of local venues to be accessible to as many people as possible. The well produced newsletters have a circulation within the community of well over 1000. Links with the church are strong and have a positive impact on pupils' personal development. A toddler group and a part-time Outreach nursery are held on school premises. These bring parents and children together and help to prepare children very well for school.

30. The school is part of a very active cluster group of local primary schools and the high school, which is a specialist language college. These links are used very well to extend the opportunities available to pupils as well as to provide cost-effective training for staff. For example, pupils from several schools joined together for a successful science day. The support from the high school enriches the curriculum by providing lessons in three languages. This enables pupils to grow in knowledge and confidence as well as helping to prepare them for the demands of secondary education. Pupils are very well prepared for the transition to secondary education; they are mature and confident.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are very good. Governance is very good as governors have a clear vision for future development and understand the strengths and weaknesses of the school. The headteacher provides very good leadership and has managed the school well to promote the improved standards since the last inspection. She has established the school as a focus for the local community. Despite above average costs the school gives good value for money.

Main strengths and weaknesses

- There is very good leadership by the headteacher.
- The governors provide good challenging support for the school.
- The governors and staff are fully committed to inclusion and equality.
- Financial management is very good.
- The school development plan is too complex.
- Curriculum monitoring needs to focus more on the allocation of time to some subjects in Years 3 to 6.

Commentary

31. Since the last inspection the headteacher has led and managed the school very well to produce significantly improved standards across most subjects. She provides a very good role model for staff and pupils and, despite personnel changes, has developed a very strong working staff team. The key issues from the last inspection have been addressed well, although some improvements are still needed in several foundation subjects.

32. The governors are fully aware of the strengths and weaknesses in the school and challenge the headteacher to continue the improvements already begun. They ensure statutory requirements are fully met and manage the budget well to ensure that resources are available to support improved learning.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	170,596	Balance from previous year	8,793
Total expenditure	173,950	Balance carried forward to the next	5,439
Expenditure per pupil	4,832		

33. The school finances are managed well with very good support from administrative staff who provide the headteacher and governors with detailed budgetary information at regular intervals. Administrative staff also ensure that purchases give good value and that all possible sources for further funding are explored.

34. The current school development plan is over complex, which reduces its effectiveness as a tool to promote further progress. There are too many identified targets rather than a small number of achievable, but challenging development areas.

35. The headteacher and teachers monitor the curriculum, but this has not focussed enough on the time allocated to the foundation subjects in Years 3 to 6, resulting in some imbalance in pupils' subject learning. This is particularly so with geography, history, art, design and technology and some aspects of music.

36. The school has benefited from many aids to raising achievement detailed throughout the report. Barriers to achievement identified by the inspection team are:

- difficulties in sustaining and increasing the school roll and the implications on this for funding;
- pressure on teaching and learning resources because of limited finance;
- difficulties in extending the use of the buildings and grounds to meet the needs of the community.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in the Foundation Stage is **very good**; it has improved since the last inspection. During the inspection, teaching in all the areas of learning was observed, planning and children's work was seen and discussions were held with the teacher.

38. The school has invested in children in the Foundation Stage very successfully in order to raise attainment. The arrangements are proving very effective, but the increased progress children make in Reception is not yet having full effect throughout the school, as it has been in place a relatively short time. The headteacher and governors took the decision to provide separate teaching for the youngest children every morning. This is achieved very successfully with the employment of a part time teacher/manager of the Foundation Stage and the use of the LEA Outreach nursery.

39. Children benefit from a rich, play-based curriculum and have the opportunity to work with children both younger and older than themselves. In the afternoons they are integrated very well with the Year 1 and 2 pupils, with carefully differentiated work. The result is good progress for the majority of children during the Reception year. The Nursery provides a very good start to learning for children in the local area. The school's toddler group feeds the Nursery and makes for a very smooth transition into school, which is highly valued by parents. Numbers in Reception have recently doubled and are set to rise over time.

40. Children enter Reception with ability that is broadly average. National comparisons are very difficult with such small numbers, but the school receives children with a wide spectrum of ability, including some who are gifted and talented and some with special educational needs. Boys' speech is noticeably less well developed on entry to Reception. By the end of the Reception year, children have made good progress in all the areas of learning, except in physical development where progress is satisfactory. Children are on course to exceed the Early Learning Goals set for children of this age in nearly all the areas of learning as a result of the very good teaching and imaginative management.

41. Teaching in the Foundation stage is a strength of the school. Teaching and learning are very well planned in line with the national requirements. Planning for the nursery/ reception group is very well co-ordinated to ensure that the youngest children receive the variety of activities they need when they are taught alongside other pupils. The teaching assistant is very well used to promote learning. Excellent relationships add to the success of learning.

42. Teachers and support staff design interesting and exciting activities often inspired by visits. For example, a recent visit to the Seaquarium and the beach led to a host of classroom activities to help children make progress in all the areas of learning. The only area of learning less well taught is that of physical development due to the current lack of provision for appropriate outdoor play. Children's skills in this area are generally not as good because of the limited resources. There are plans in place to improve this.

43. There is strong leadership of the Foundation Stage curriculum and organisation. The teacher in charge has a very good knowledge of how young children learn and how to plan the right activities to get the best results. Assessments are very thorough and they take place all the time. As children make a step in their learning it is praised and recorded. Shared records and careful supervision ensure that nothing is missed and all children get what they need to make progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children enjoy excellent relationships with adults and other children.
- Teaching is consistently very good.
- The small school ethos encourages confidence and participation.
- Children are on course to exceed expectations by the time they reach Year 1

Commentary

44. Children learn in a very safe and secure setting in an atmosphere that is like a family. They make friends easily and welcome new children from a range of backgrounds into their group. They relate very well to younger and older pupils as a result of the teaching arrangements. They are confident to talk about feelings in circle time and sing aloud on their own in music. They listen attentively to stories and take turns to answer questions. There are gasps of delight when someone chooses a shell as the circle time object.

45. Children can share with 'elbow partners', find out three things about them and tell the class what their partner said. Boys and girls concentrate for long periods on activities which interest them. They become absorbed in creating small underwater worlds and playing a pairs game, but respond well to their teacher when asked to move on.

46. Children care for each other and show concern when someone is hurt or upset; they form excellent relationships with adults and other children. They join after-school clubs with the 11-year-olds and enjoy what is on offer at their own level. Through their work with Year 1 and 2, children are learning to appreciate other cultures and places in the world. They learn about the celebration of Christian, Hindu and Jewish festivals and what is important to others. Teaching activities are very well planned to encourage co-operation through role-play, singing and circle time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Interesting visits enrich and inspire learning.
- Very good classroom support promotes learning.
- There is very good teaching and well planned activities for all children.
- Books and other resources are limited, but of good quality.

Commentary

47. Children achieve well in this area and standards are generally above the levels expected nationally by the end of the Reception year. Children with additional needs make good progress. Speaking skills are noticeably less well developed in boys on entry to school and in the nursery. These skills improve dramatically during reception and by the time they reach Year 1, both boys and girls talk confidently in a range of situations. Visits such as the recent one to the Seaquarium stimulate language and learning. Children were enthralled with what they saw and became excited about it all over again through follow-up activities. The skilful classroom support assistant is particularly good at helping children to develop new vocabulary and enjoy talking. She showed children how to play at being the small pool attendant and the visitor, rehearsing what they might say. As a result children took on the roles more readily and enjoyed conversations with each other. As a result of very good teaching at almost individual level, children learn to recognise letter shapes

and sounds and gain confidence in reading. They recognise initial sounds and word endings. They are keen to read aloud with an adult and can talk about what happens in stories. For example, children could retell the story of 'The Rainbow Fish' in sequence, having acted out the roles of the characters.

48. Writing skills are generally well developed. Children are surrounded by good quality displays and a small selection of books, encouraging them to read and write freely. Through planned activities, children showed that they could write their names and attempt simple sentences. Letters are recognisable and punctuation is beginning to appear in the right places. More able children choose to write sentences unaided. Inspired by 'The Rainbow Fish' story, one child chose to work on her own and wrote 'won watre day the rainbow fish was not shering hes sgauls with the other fish.' (One watery day the rainbow fish was not sharing his scales with the other fish). Very good teaching results in children writing letters to the Giant in 'Jim and the Beanstalk', invitations to parties and information books about sea creatures. Home support is strong for language development. Reading books go home and P B Bear's visits to different homes each weekend show how parents are keen to support learning as they help their children to write in the class book about his antics!

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **very good**.

Main strengths and weaknesses

- Visits enrich learning.
- Teaching is very good.
- Information and communication technology is used well.
- Resources are limited, but of good quality.

Commentary

49. Children make good progress in this area and are on course to exceed expectations for their age because of the very skilful teaching. Children improved in mathematical skills as they caught and counted the numbers on magnetic fish and made charts of favourite creatures. Children enter Reception beginning to recognise numbers and count to 5. By the time they reach Year 1, most count beyond 10 and begin to perform simple addition. They write numbers that are recognisable. Colours and shapes are known and computers are used to make simple charts. Through play activities, children learn pattern and size; they compare numbers and use coins. Children playing in the sand with shells could make repeating patterns, recognise and describe colours and find larger and smaller, longer and shorter shells. They measure using shapes and objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Visits and visitors inspire learning.
- Activities are very well prepared and taught.
- Information and communication technology is well used.

Commentary

50. Children learn about the world around them very effectively through rich and exciting experiences in and out of the classroom. Visits and visitors are used regularly to inspire learning. The recent visit to the beach and Seaquarium was very well used to draw out learning about sea creatures, where they live, what they need, and how they are looked after. This visit inspired a very good range of activities enabling children to construct puppet aquariums, role-play people at the Seaquarium, learn how beaches were used in the past, play with 'small world' equipment to create adventures and treasure hunts and use the computer to draw and paint exotic fish. Standards are above those found in most schools.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Children are fit and healthy and play actively at playtimes.
- Swimming skills are very good.
- The lack of an outdoor purposeful play area and too few large toys restricts the quality of teaching and progress.

Commentary

51. All children were observed using small equipment safely and with skill. They cut out shapes carefully with scissors, use paintbrushes, glue and pencils well and use construction and 'small world' equipment to build quite complex structures. Children know about what makes them healthy and can describe healthy foods. Although they attend swimming lessons with the older pupils and make very good progress, their larger movements and sports skills are less well developed. Children run about a lot at playtime and do have the chance to play with small equipment, but spatial awareness and ball control skills are not as well developed as other movements due to lack of opportunity to use large play equipment. Although children are expected to reach the Early Learning Goals, achievement in this area is not as advanced by Year 1 as the other areas of learning. There are plans to provide a safe and interesting outdoor play space.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Standards of singing are very high.
- Teaching provides a fascinating range of creative activities.
- Visits enhance learning and imagination.

Commentary

52. Creative activities are well designed to improve skills in using different materials, for example, making aquarium puppet theatres, painting colourful fish, making clay sea creatures and weaving with different fabrics to represent wavy water. Singing is of a very high standard due to very challenging teaching. Children sing their names aloud echoing pitch and rhythm, recognise changes in pitch and volume, and use their voices in different ways. They sing tunefully and with confidence. Very imaginative teaching provides opportunities for role-play and drama linked to themes and stories. Children role-played the Seaquarium very well and took on the characters in

'The Rainbow Fish' story. They have regular opportunities to paint and work with other creative materials such as fabric. One child described the weaving as 'going up and down like the water'. They gasp with delight at the patterns on tiny shells and describe textures and colours in natural objects and fish.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**. Inspectors saw four lessons, read work from all pupils, looked at planning and test results and talked to the subject manager. Standards have improved since the last inspection.

Main strengths and weaknesses

- Standards are above average.
- Teaching is good.
- Classroom support is used well.
- Assessment and test results are well used to set targets and help progress.
- Marking is not consistent in helping pupils know how to improve.

Commentary

53. Standards in all areas of English are good. By Year 6, pupils achieve above the levels expected nationally in speaking and listening, reading and writing. The majority of pupils achieve well in relations to their capabilities.

54. Small group teaching in Years 1 and 2 gives pupils a good start and builds on the very good work done in Reception. Pupils in Years 1 and 2 learn to listen attentively to stories and to each other during class discussions. They take turns and enjoy retelling stories such as 'David and Goliath' using a good range of vocabulary. For example, one pupil described the end of the story: 'David became king of the Israelites and the Philistines remained slaves'. In reading, pupils in Year 2 try hard at new words using good knowledge of letter sounds. They read simple texts aloud and talk about the contents. They can talk about likes and dislikes in poems and stories. In their writing, they compose sentences and punctuate them with capital letters and full stops. They write simple stories and reports about a range of subjects. For example, a visit to the fire station, a postcard from Barnaby bear and the story of the fire of London. Spelling of simple words is generally accurate and pupils are confident to have a try at new words.

55. In Years 3 to 6 pupils are working at levels above the national expectation for their age. By Year 6, pupils talk with confidence about a wide range of topics using a good range of vocabulary. They discuss thoughts and feelings in circle time and listen to each other attentively. Reading standards by Year 6 are above those expected. Pupils choose from a good range of books including non-fiction. They read texts in groups with increasing expression and express their preferences for authors through book reviews. In writing, pupils show that they can take characters from a book, such as James and the Giant Peach, and write dialogue in role showing empathy with the character. They convert a traditional account, such as the arrival of the King, into contemporary vocabulary very successfully. Spelling skills are good. Complex words are attempted successfully. Pupils with special educational needs are well supported throughout the school and make good progress in all areas of English. Good behaviour and positive attitudes contribute well to learning.

56. Teaching is always good. Teachers make the lessons interesting by choosing texts that pupils like and can relate to. Lessons are well planned to reach a wide range of learning needs and support staff are very used well to get the most from planned activities. Reading and writing are well modelled by teachers in both classes. Marking varies in its usefulness to pupils, not always

telling them how to improve. The leadership and management of English are satisfactory. The co-ordinator has been in post a short time and is developing skills in judging attainment and co-ordinating learning. Resources are well organised and there is a good understanding of what is needed to improve teaching and learning. Assessment procedures are strong and help all pupils to make progress because they are used in teaching and target setting. Pupils receive help from home with reading. Parents have the opportunity to come and learn about how English is taught and what their children are expected to achieve.

Language and literacy across the curriculum

57. English is well used in other subjects. Talking and listening is extended in PSHCE sessions and in role-play. Stories and poems are used in religious education, history and science. Pupils use ICT to write and to extend reading. For example, pupils in Year 1 followed the story of David and Goliath, reading aloud from the computer. Pupils have the opportunity to perform drama and plays during the year. They wrote articles for the school newsletter.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Current standards are above average.
- Numeracy skills are well developed across the school.
- There is good coverage of all aspects of the National Curriculum programmes.
- Pupils' positive attitudes enhance learning.
- There has been good improvement since the last inspection.

Commentary

58. The small number of pupils in each year group makes comparison of standards with national data unreliable. However, evidence indicates that pupils achieve well in mathematics when their prior attainment is taken into account. Pupils are achieving well throughout the school at present and inspectors judge that they will attain above average standards by the end of Year 6. Pupils with special educational needs make good progress, due to the support they receive, to achieve the targets set for them.

59. The teaching of mathematics is consistently good. Evidence indicates that teaching is good over time, as pupils' work shows that they make consistently good progress. Teachers' assessment of pupils' progress is good and the information is used well to plan what will be taught next. The work is always well planned to meet the needs of the pupils and the challenge is high so that progress is rapid. Teaching assistants and other supporting adults enhance pupils' learning by providing challenging help to individuals and groups. Teachers use a range of methods to maximise learning and pupils' very positive attitudes to the subject further promotes progress.

60. Teachers use ICT skills well to enhance pupils' mathematical learning. As, for example, when Year 1 and Year 2 pupils used computer software to present the data they had collected as pictograms and bar charts.

61. The curriculum is well planned and thoroughly covers the national requirements. Good use is made of the National Numeracy Strategy approach to lessons. There are clear learning intentions and good lesson endings confirm pupils' learning.

62. The quality of teaching has improved since the last inspection and this is ensuring that standards have improved as well.

Mathematics across the curriculum

63. There is good use of pupils' mathematical skills in other subjects such as when junior pupils measured their pulse rate before and after exercise in a physical education lesson and noted an increase in the rate. Infant pupils used their knowledge of measures to use 'metre rules' to determine the distance skates rolled in their experiment.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Current standards are above average by the end of Year 6.
- Teaching is good.
- Pupils' positive attitudes and behaviour increase their learning.
- Good use is made of investigative approaches to science.
- There has been good improvement since the last inspection.

Commentary

64. Two science lessons were observed, work was seen from all pupils.

65. Pupils are achieving well in science. With small numbers, comparison with national data is misleading. Evidence of current and past pupils' performance shows a steady improvement in standards since the last inspection. Pupils in Year 6 are making good progress and are attaining standards that are above those indicated by their prior attainment in Year 2.

66. The quality of teaching is consistently good and leads to good learning. The progress shown by the work recorded in pupils' books is consistently good. Teachers plan science lessons to be investigative and pupils respond well to this approach. Their very positive attitudes to learning means that they work well together in pairs and groups to carry out experiments which are challenging and promote good understanding; for example, when junior pupils investigated the forces on floating objects and devised ways of measuring up-thrust. Teachers match the work they plan to meet the needs of the differing ages and abilities of pupils in their class. The assessment procedures they use are good and reliable so that pupils' progress is constantly monitored.

67. Where appropriate, teachers encourage pupils to use ICT to record information in tables and to present it graphically. They use their mathematical skills, for example, when measuring and calculating volumes.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils use their ICT skills to support learning in other subjects.
- There is a good range of software available for teachers and pupils to use.
- The parent teacher association has provided significant funds for resources.

Commentary

68. It was not possible to observe any lessons in ICT during the inspection, although pupils were observed using their skills, and discussions were held with older pupils and the subject co-ordinator.

69. Standards are at least in line with those expected by the end of Year 2 and Year 6. Evidence indicates that younger pupils use drawing software well to produce and print pictures. Pupils in Years 3 to 6 use word processing software and they are able to communicate by e-mail. Older pupils store their work on diskette and evidence showed they use a range of software. Photographic evidence showed that pupils could programme a floor turtle to move around the school hall.

70. There is an appropriate number of computers available to pupils mostly in a networked suite. The Friends of the school raised a major part of the money for the purchase of this equipment.

71. Standards have improved since the last inspection when they were found to be unsatisfactory by the end of Year 6

Information and communication technology across the curriculum

72. During the inspection, Year 2 pupils were observed word processing their riddles straight to screen in a literacy lesson and, in a mathematics lesson, they produced bar charts from the data they had collected. They needed little support in using the software and were clearly used to using the computers. Junior pupils use the word processor to produce posters, prayer reviews and book reviews. They use data programmes successfully in mathematics and science and access the Internet to research history topics.

HUMANITIES

Religious education, history and geography

It was not possible to see any lessons in religious education, history or geography. Inspectors looked at work from all pupils and talked to the subject managers.

Main strengths and weaknesses

- Pupils make good progress in religious education.
- Good use is made of visits and visitors to enrich the curriculum.
- Very good relationships help learning.
- The time allocation in history and geography in Years 3 to 6 is insufficient.
- There is room for improvement in the evaluation of standards in history and geography.

Religious education

Provision in religious education is **good**.

Commentary

73. Inspection evidence taken from samples of pupils' work indicates that standards in religious education by the end of Year 2 and Year 6 are above the expectations of the locally Agreed Syllabus in the areas of knowledge about religion and personal reflection and response. Standards have improved since the last inspection. Management of the subject is satisfactory. Resources are adequate. Visits to the local church and visits from believers from a range of faiths enrich the curriculum.

History and geography

Provision in history and geography is **satisfactory**.

Commentary

74. Pupils' achievements in history and geography are broadly in line with the national expectation by Year 2 and Year 6. In Years 1 and 2 a good range of topics enable pupils to learn about different places, forms of transport and to begin to read maps and plans. In Years 3 to 6, the topics are less frequent. More teaching time is needed in order to let pupils practise their investigative skills more regularly and improve them to the standard of the other subjects. Leadership of the subjects needs to improve in order to monitor progress more closely. Standards are the same as they were at the time of the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Inspectors saw a limited amount of evidence and only a few lessons. Standards in this area are generally better for the younger pupils, except in singing where pupils in all year groups achieve very well.

Main strengths and weaknesses

- Visits and visitors inspire learning.
- Pupils use a wide range of materials and techniques.
- Standards in singing are very high.
- Attainment in art is good by the end of Year 2.
- Not enough time is given to art and design, music and design and technology for Years 3 to 6 to maintain the good standards.
- There is room for improvement in the monitoring of standards.
- Pupils are enthusiastic and enjoy their work in creative areas.
- The problem/design/make process in design and technology is fully established across the whole school.
- The evaluation of the final product in design and technology is not always rigorous enough or recorded.

Art and design

No lessons were seen during the inspection, so it is not possible to make a judgement about overall provision. Work was seen in photographs and on display.

Commentary

75. Standards by in Year 2 are above national expectations. Standards in Year 6 are in line with the national expectation, as they were at the last inspection. Displays indicate the value of visits and visitors. Visiting artists work with pupils to produce colourful batik hangings; nature is used in art on visits with pupils in the Infant class; woven shapes adorn the trees following the tree dressing visit, clay tiles decorate the entrance to the school following a visit from another local artist. Younger pupils use paint, pastel, pencil, fabric and collage materials well. Older pupils work in the style of Matisse and Clarice Cliff to produce bold, colourful pieces and use sketching techniques to good effect in Tudor portraits. However, the limited range of work they can cover in the time available is reflected in their progress and range of skills compared with other subjects.

Design and technology

It was only possible to observe one lesson for junior pupils in design and technology. Comments are based upon an examination of pupils' previous work, teachers' planning and discussions with pupils and the subject co-ordinator.

Provision in design and technology is **satisfactory**.

Commentary

76. Standards of attainment at the end of Year 2 and 6 are in line with those expected. Teachers plan lessons to have a problem-solving focus so that pupils consider a design 'brief', then make a product, although their work shows that where new making skills are needed these are taught and practised before the making of the product. After making, pupils carry out some evaluation, but this is not always used to constructively develop their skills and understanding further.

77. Pupils are enthusiastic about the subject. In discussions with Year 2 pupils they eagerly described their ideas for the development of the school grounds. They visited an adventure playground before making models of the equipment they would like in the school grounds.

78. The planned opportunities for design and technology lessons are barely sufficient to ensure the full coverage of the national requirements and more time would enable pupils to gain a deeper understanding and to develop their skills further.

Music

Two lessons in use of the voice were seen. Evidence from concerts and work with visiting musicians was seen.

Provision in music is **satisfactory**.

Commentary

79. Standards in singing are very high for pupils in all year groups. Pupils achieve well in their knowledge about music notation, rhythm, pitch and structure through voice tuition. These aspects have improved since the last inspection

80. Teaching is very strong and conducted at a good pace. The teacher has excellent knowledge and skills in voice tuition and achieves very high standards with pupils of all ages and abilities. Singing throughout the school is exceptional. Pupils perform difficult pieces perfectly in tune with rich tone and texture. Their standards of singing are professional in nature, and they enjoy learning. Levels of challenge are very high for the younger pupils, but they achieve very well with help. Some older boys struggle to hide their embarrassment when required to perform songs and dances more appropriate for the younger pupils and would benefit from material more appropriate to their age and interest.

81. In spite of the high standards in singing, attainment is satisfactory overall because there are some areas of the music curriculum that are not taught regularly enough, particularly in Years 3 to 6. Pupils have insufficient opportunities to experience regular skill development in the appreciation of music from a range of times and cultures. They have too few lessons in composing and appraising with a range of musical instruments other than the voice, and too few opportunities to use ICT. Leadership of the subject has some shortcomings in curriculum planning, monitoring standards and timetabling. Standards have improved since the last inspection in singing, and in some areas of knowledge such as notation.

Physical education

Two lessons were seen, including swimming with the Infant class. Playtimes, football and dance clubs were seen.

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching is good.
- Standards are above average by the end of Year 2 and 6.
- Pupils are fitter and healthier than normally found.
- After-school opportunities enhance pupils' learning.
- Pupils are enthusiastic and have very positive attitudes to physical activity.
- There are good links with sporting clubs to enrich sporting experiences.

Commentary

82. Pupils of all ages show above average skill levels in a wide range of activities. They show good ball skills when playing football or practising tennis skills at lunchtime. When running in a lesson on athletics, junior pupils showed well above average fitness levels that enabled them to be involved in high levels of physical activity over a considerable period of time. Infant pupils showed good levels of skill development and they persevered well in their swimming lesson. Many infant pupils were seen to be on track to achieve the Year 6 national target of being able to swim 25 metres.

83. The quality of teaching is good with some very good features. Lessons are well planned to meet the needs of pupils of different ages and abilities in the two classes. Lessons are delivered at a brisk pace and are a good mix of teaching, skill development and activity. Teachers always use appropriate warm-up and warm-down activities and pay good attention to the health and safety of pupils. Frequently teachers use pupil demonstrations to highlight learning points and pupils are keen to show their peers what they can do.

84. There is a range of out-of-school activities, such as the football club run by two parents. The club is open to all infant and junior pupils and attendance levels are good. Pupils experience a range of skill development activities and play well together. They have opportunities to play in age group games with pupils from other small schools within the local federation.

85. During the inspection, a dance club run by a student teacher (supervised by a member of staff) was attended by 23 of the 32 pupils in the school. They were all keen, enthusiastic and worked remarkably hard. They showed a good understanding of rhythm and kept time with the music. They learned sequences of steps quickly and gained obvious enjoyment from working with others.

86. For a small school, there is an above average range of sports activity available for pupils either at the school or through the cluster. Such opportunities are further enhanced by links with local football and swimming clubs.

87. There have been clear improvements in the standards and the quality of physical education teaching since the last inspection. The planned developments to the school grounds will provide the opportunity for further improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The work of the school towards the National Healthy School Standard helps the already **good provision** in PSHCE.

Inspectors saw two lessons in PSHCE (circle time).

Main strengths and weaknesses

- Very good relationships enhance learning.
- Good teaching develops understanding.
- Healthy School Standard contributes well to learning.

Commentary

88. Standards, teaching and learning are good. Pupils show good knowledge and understanding of the thoughts, beliefs and feelings of others. They talk confidently about problems and personal qualities in circle time. The school ethos and very good relationships enable confidence and the ability to thoughts and ideas. Pupils are aware of the need for healthy eating and exercise. They receive sex and relationship education and learn about drug misuse. The shared leadership of the subject is satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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