

INSPECTION REPORT

DALLINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Dallington, Heathfield

LEA area: East Sussex

Unique reference number: 114498

Headteacher: Mrs Carolyn Weston

Lead inspector: Miss Fiona Robinson

Dates of inspection: 26th - 28th April 2004

Inspection number: 255945

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	5 - 11 years
Gender of pupils:	Mixed
Number on roll:	114
School address:	The Street Dallington Heathfield East Sussex
Postcode:	TN21 9NH
Telephone number:	01435 830335
Fax number:	01435 831163
Appropriate authority:	Local education authority
Name of chair of governors:	Mr Rob Kendall
Date of previous inspection:	29 th June 1998

CHARACTERISTICS OF THE SCHOOL

Dallington CofE Primary School is located in the small village of Dallington, near Heathfield in East Sussex. It has 114 pupils on roll aged from four to 11. Pupils come from a wide range of social, economic and academic backgrounds; most are white British and none are at an early stage of English acquisition. The percentage of pupils eligible for free school meals is below the national average. The proportion of pupils with special educational needs is broadly in line with the national average. One pupil has a statement of special educational need. Attainment on entry is above average this year. The percentage of pupils joining or leaving the school other than at the normal time is average. The school received the Basic Skills Quality Mark and Schools Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	<i>Lead inspector</i>	English French Art and design Music Religious education English as an additional language
19557	Liz Halls	<i>Lay inspector</i>	
11047	Martyn Kitson	<i>Team inspector</i>	Mathematics Information and communication technology Design and technology Physical education
30691	Kathleen Yates	<i>Team inspector</i>	Foundation Stage Science Geography History Special educational needs

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	10
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	12
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	24

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with very good features that provides a good standard of education. Standards are well above average in English and mathematics by 11. They are above average in science. The headteacher provides very good leadership that motivates everyone to give of their best. This has enabled the school to make improvements at a good pace and helps pupils to achieve at least good standards by the end of the junior phase. The commitment of the headteacher, staff and governors to provide for the very good development of the moral, social and cultural development of pupils is a key to its success. Good teaching and a very good curriculum ensure that all pupils succeed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are well above average by the age of 11. They are above average in science.
- The headteacher is providing very good educational direction to the work of the school.
- The school provides very well for the moral, social and cultural development of the pupils.
- The school has a welcoming and caring ethos.
- There is a very good curriculum which is enriched very well through sporting, musical and creative experiences.
- There are very good links with parents and very good involvement of them in their children's education.
- There is a shortage of space for small group work and independent learning.

The school has made very good improvements since the previous inspection. Key issues have been tackled very well. The very good leadership of the headteacher has resulted in a rich, stimulating learning environment. The strategies to raise standards in all areas have resulted from rigorous monitoring of teaching and learning by the headteacher and key staff. The quality of the curriculum is very good. Standards in English, mathematics, science and information and communication technology (ICT) have improved significantly due to the school's effective strategies and some good teaching. The school improvement plan is an effective tool for guiding advancement. The school is well placed to improve still further.

STANDARDS ACHIEVED

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

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.

A means in the top five per cent nationally.*

Pupils' achievement is good. This year they have entered school with above average standards and have made good progress in the Reception class. There are year-on-year variations on entry which were broadly average for Years 1, 2 and 3, with below average standards in the personal, social and emotional areas. Fluctuations in overall attainment on entry are because the year groups are often very small. By the end of the Reception year, standards are good with most children meeting, and a significant number exceeding, the Early Learning Goals¹. They make good progress over time in both the infant and junior phases. They demonstrate good attitudes to learning.

¹ The goals children are expected to reach by the end of Reception.

Currently, standards are above average in Year 2 in reading. They are average in writing, science and all other subject areas. By Year 6, they are well above average in English and mathematics and above average in science and all other subject areas. Pupils are well placed to meet their current targets in English, mathematics and science. In the 2003, National Curriculum tests, Year 6 pupils achieved well above average in English, mathematics and science compared to all schools. They were well above average in English and mathematics compared to similar schools and above average in science. Pupils with special educational needs are achieving well in relation to their prior targets and they achieve well over time.

The development of pupils' personal qualities is very good. This leads to the very good relationships and increasing sense of responsibility they display. Their behaviour and attitudes are good and pupils enjoy coming to school. Attendance is good and punctuality is good. The provision for the spiritual, moral, social and cultural development of pupils is very good overall.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good in the Foundation Stage² and throughout the school. Learning is effective because of good or better teaching. Pupils are keen to do their best and respect their teachers. Pupils are able to work independently and collaboratively and to take increasing responsibility for their own work. No unsatisfactory teaching was seen. The use of assessment is good, particularly in English, mathematics and science. The curriculum is very good and is greatly enriched by sporting, musical, creative experiences and a wide variety of trips and visits. All statutory requirements are met. The school makes effective use of the accommodation available but there are no separate areas for teaching ICT, small groups or library work. Partnerships with parents are very good and they give very good support to celebrate pupils' achievement. Links with the community are good.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good. The headteacher provides a very clear vision and focus to the school's work. Teamwork is very good and support staff are used well to support the curriculum. The management is very good. Governors are very supportive of the school's work. They have a very good understanding of the strengths and weaknesses of the school. They have a very strategic overview and conscientiously fulfil all their statutory duties. They have a very good awareness of the impact of teaching and learning on standards. They monitor the work of the school very well. The school provides good value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good views of the school. They are very happy at the way in which the school is led, the quality of teaching and the expectations of staff. Their views were very positive. Pupils like the school and are happy with the teaching they receive.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Explore ways in which the accommodation can be extended to include a new library and small areas for independent study.

² The Foundation Stage caters for children from the age of three to the end of the Reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good in relation to prior attainment. This year, children have entered school with above average standards. This varies year on year and was broadly average in Years 1, 2 and 3 with below average standards in the personal, social and emotional areas of learning. Current standards are above average in Year 2 in reading and average in writing and mathematics. By Year 6 they are well above average in English and mathematics and above average in science.

Main strengths and weaknesses

- Children receive a good start to their education and make good progress throughout the school.
- Pupils attained well above average standards in English, mathematics and science in the 2003 national tests.
- Pupils achieve well because of the good teaching in school.
- Pupils with special educational needs achieve well.

Commentary

1. This year children have entered school with above average skills and understanding in most areas of learning. However, this varies year on year and often children have below average standards in the personal, social and emotional areas of learning. Children make good progress and achieve well because of good teaching and a good range of practical experiences available to them. They respond well to good teaching and make at least satisfactory progress over time in the Reception class. Most reach the Early Learning Goals in all areas of learning and a significant minority exceed these.

2. Overall, standards have risen through the school since the previous inspection, especially in English, mathematics and science where standards were average in Year 6 in English and mathematics and below average in science. When pupils leave Dallington CofE Primary School, their achievement is good in the main subjects in relation to prior attainment. Information and communication technology is a priority on the school improvement plan and has been a focus for development. Achievement is currently above average because of the good structure in developing pupils' skills.

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

Standards in:	School results	National results
reading	16.9 (17.0)	15.7 (15.8)
writing	15.2 (14.8)	14.6 (14.4)
mathematics	16.4 (16.5)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

3. Standards achieved in the national tests at the end of Year 2 in 2003 were above average in reading and writing compared to all schools and average in mathematics. There were 17 pupils in the year group and boys did better in reading and writing than girls. However, current strategies are effective and both boys and girls are achieving good standards in reading. There has been good improvement in the last two years as a result of good leadership; good use made of assessment and good quality teaching.

4. As there were only nine pupils in Year 6 last year, the table of results for eleven-year-old pupils are not published, as comparison with other schools is unreliable in this case. It is, however, evident that the Year 6 pupils achieved very well from their individual starting points in English, mathematics and science. Pupils are currently on target to meet or exceed their targets.

5. The well above average standards in English and mathematics and the above average standards in science by Year 6 are due to good quality teaching and effective use made of assessment. Standards are above average in reading by Year 2 and in line with expectations in science and mathematics. There have been recent improvements in Years 1 and 2, due to a sharper, more focused use of assessment and individual targets to guide the planning for future lessons. All pupils, including those with special educational needs and the higher attaining pupils, are making good progress and achieving well in relation to ability.
6. Standards are good in Year 6 in ICT, religious education and all other areas of the curriculum, due to good teaching and a very good, well-planned curriculum. Standards are satisfactory in ICT and all other areas of the curriculum by Year 2.
7. Individual targets are used successfully to boost standards and improve achievement across the main subjects. This works well in this school. Pupils' progress and achievement are carefully tracked and recorded. This enables teachers to set specific targets for pupils of all capabilities. Teachers use given information well and effective teaching styles are created that enhance learning.

Pupils' attitudes, values and other personal qualities

Both pupils' attitudes and behaviour are very good. Their personal development is very good, with spiritual, social, moral and cultural development all strong features. Their attendance and punctuality are good.

Main strengths and weaknesses

- The stimulating and caring ethos of the school permeates all activities and helps to promote pupils' very good relationships, positive attitudes and personal development.
- The very good role models of the staff ensure that pupils quickly know the difference between right and wrong and behave well.
- Pupils' spiritual, moral, social and cultural development is strong and this underpins their very good behaviour.
- Pupils enjoy coming to school and their attendance and punctuality are good.

Commentary

8. Pupils' very positive attitudes, behaviour, values and personal development are a strength of the school. The generally positive picture found at the last inspection has been maintained. Pupils are well behaved, polite and courteous, and they respond well to the caring and stimulating ethos of the school. They enjoy coming to school and show considerable pride in being members of the school community. They are interested and involved in the range of activities that the school provides, both in lessons and out of school hours. Parents are very supportive of the school and happy with the values the school promotes. Pupils' behaviour in most lessons and around the school is at least good. Staff deal quickly and effectively with the few incidents of inappropriate behaviour that occur. No incidents of bullying were seen during the inspection; through assemblies and circle time the school places a very strong emphasis on friendship.

9. When given opportunities to work independently or in groups, pupils work cooperatively, sharing and valuing ideas, and concentrating well on the task. They are keen to take responsibility and to be helpful in and around the school. For example, by being a 'buddy' to help playground friendships. Pupils show increasing levels of self-discipline and maturity in their lessons and activities as they move up through the school.

10. Pupils' relationships with adults and each other are very good and have a positive impact on their learning. They are supportive of each other and their teachers. Pupils are happy and secure and enjoy school life in an atmosphere where all are valued. Pupils respond well to the help provided and enjoy the praise that is often given. They enjoy receiving rewards for good work and behaviour, striving to achieve these. These rewards are strong motivators, especially for the

younger pupils. The school also encourages pupils to share their successes and activities they have been involved in out of school. Pupils mix well at break time and lunchtime, and pupils with special educational needs take a full and active part in lessons and activities at break times.

11. Pupils' spiritual, moral, social and cultural development is very good overall. The taught curriculum makes a very good contribution through work in art, music, history, science, religious education and personal, social and health, education (PSHE). Pupils' understanding of other cultures and diversity is developed well and this contributes to the school's success in promoting very good relationships. Pupils from a range of backgrounds relate well to each other. Pupils are prepared well for life in a diverse multi-cultural society. The very good range of extra-curricular activities, including involvement in sporting and musical events, residential visits and visits and visitors contribute very well to pupil's personal development.

12. Most pupils learn to respect the views of others and develop appropriate social skills. They learn to act according to their own principles and to challenge things that they consider to be unfair. They have valuable opportunities to exercise their initiative and take responsibility. For example, they carry out a range of duties in class and around the school and Year 6 pupils share books with younger children. Members of the school council take their duties seriously and are keen to be involved in decisions about the school. They consult with the wider pupil body and ensure that pupils' views and ideas are considered and discussed with the headteacher. Good quality additional support and guidance is provided through the special educational needs provision for those pupils who find making and sustaining relationships difficult. The good relationships and teamwork of the staff ensure that children enjoy good relationships by the end of the Reception year.

Attendance

13. Attendance is above the national average and levels of unauthorised absence are below the national average. Most pupils arrive punctually for the start of school. The school takes effective action to promote good attendance and registration practice is efficient. The significant majority of parents ensure that their children attend school regularly and arrive punctually. There have been no exclusions. Most absences arise through sickness or medical visits, although some parents do withdraw their children from school to undertake holidays during term time.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Mixed – White and Black Caribbean
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
87	0	0
1	0	0
1	0	0
2	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 is good with many strengths. Teaching and learning are effective and the curriculum is very good. Pupils are very well cared for and the partnership with parents is very good. Links with the community are strong.

Teaching and learning

The quality of teaching and learning is **good**.

Main strengths and weaknesses

- Pupils learn well because of the good teaching.
- Teachers and teaching assistants have high expectations of behaviour and pupils are involved well in their learning.
- Pupils work with greater productivity in the junior phase and display very good levels of independence and collaboration.
- Assessment is good and comprehensive records of pupils' attainment are maintained.

Commentary

14. The quality of teaching and learning is good throughout the school. There are some very good features such as very effective teaching and methods in English, art and design, and ICT in the junior phase. An analysis of pupils' work completed during the last school year also shows firm evidence of good teaching quality.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	20	2	0	0	0

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

15. There are no crucial weaknesses in teaching. Instead, there are strengths. Those that stand out are that teaching is usually enthusiastic and challenging, holding pupils' interest and fully engaging them in their tasks. This makes learning productive and is instrumental in pupils' higher achievement by the end of the junior phase. There has been good, recent improvement, for example in Years 1 and 2, because teachers assess how well pupils are doing at regular intervals. This information is used well by all teachers in the school to guide their plans. It helps to make sure that pupils' learning is on course. Lessons are carefully planned and pupils' own targets clearly identify what has to be done if work standards are to improve. Pupils are motivated to do their best and work hard. The system works well in boosting pupils' achievement and standards across the subjects.

16. Teaching is good in all subjects throughout the school. Very good teaching was seen in art and design in Years 3 and 4 and English and ICT in Years 5 and 6. The work of teachers is well enhanced by the work of teaching assistants and other adult support. Teaching assistants also have responsibility for some aspects of work with children in Reception and pupils with special educational needs. They fulfil these roles effectively. Visitors and volunteers provide other, equally effective, support. Pupils benefit well from this support, as observed in their development of musical instrument playing and the use of computers to enhance work in subjects such as English, mathematics, science and ICT.

17. Lessons are interesting and fun according to the pupils, and inspectors agree. The activities provided are well motivating and matched carefully to the needs of individuals and groups, especially in literacy and numeracy lessons. Pupils with special educational needs are taught well and these pupils work steadily towards their targets in lessons. All pupils work capably in lessons.

They show good qualities in terms of hard work and productivity. By Year 5 and 6 they have well-developed skills of working independently, collaboratively and responsibly. There is a happy confidence in learning, resulting in good achievement in relation to prior attainment.

18. The arrangements for assessing pupils' work are good. The last inspection showed weaknesses in policy, resulting in underachievement by the more able, in assessment in the foundation subjects and in the reporting of pupil's targets for future learning. All these weaknesses have now been addressed. Assessments in English, mathematics and science are thorough and detailed and an appropriate system is in place for the assessment of all other subjects. Formal assessments are carried out regularly with results recorded and used to help teachers determine what should be taught next. National Curriculum targets are set at the beginning of the year in reading, writing and mathematics and these are reviewed during the year. Targets stating what pupils should learn next are individually set in writing and mathematics and are shared with parents. Day-to-day assessment is effective and very good use is made of learning objectives to gauge pupil's learning. Pupils are well known to staff and assessment books such as the unaided writing books give a clear indication of the progress they make over time. There are some good examples of pupils self-assessing their work and analysing how well they are doing.

The curriculum

The curriculum is very good overall. It is greatly enriched by sporting, musical and creative experiences, and a wide variety of trips and visits. All statutory requirements are met. This is an improvement on the findings of the previous inspection.

Main strengths and weaknesses

- Breadth of curricular opportunities is good in the Foundation Stage and Years 1 and 2. They are very good in the junior phase.
- There are very good opportunities for enrichment.
- Very good participation in sport, the arts and other activities.
- Improved curriculum for Foundation Stage.
- Good planning ensures all groups of pupils make appropriate progress.
- Provision for all pupils with special educational needs is good.
- There are no separate areas for teaching ICT, small groups or library work, and the staff room is very small and cramped.

Commentary

19. At the time of the previous inspection, the curriculum provided for children in the Foundation Stage was inappropriate. It is now linked to the requirements for children of this age and meets their particular needs well. Improvements have been made to the Reception classroom and a variety of exciting activities in the new outside area is successful in stimulating learning.

20. Planning of the curriculum is good in the Foundation Stage and for pupils in Years 1 and 2. It is very good for older pupils. All pupils have equality of access and opportunity to all areas of the curriculum. The small numbers of pupils in each year group and the mixed age classes make it essential that planning is precise so that all pupils progress appropriately. To this end the curriculum co-ordinator has produced a curriculum map, which meets the needs of this school very well. Higher attaining pupils, including the gifted and talented, have a curriculum that challenges them and allows them to make good progress. Lower attaining pupils are given good support and all pupils are given encouragement through detailed and helpful marking in their books. Good planning for the children in Reception ensures all areas of learning are fully covered. Improvements have been made to the Reception classroom and a new outdoor area has been created where teachers set up exciting activities to stimulate learning. This is a significant improvement since the previous inspection.

21. The provision for pupils with special educational needs is good. All pupils with special educational needs are fully included in the life of the school; they are usually taught alongside their peers, often with good support from classroom assistants. On occasions, they receive some teaching in withdrawal groups, largely to supplement their skills in literacy and numeracy, and this is effective.

Care, guidance and support

Pupils are very well cared for. The school has good systems for seeking and acting on pupils' views and provides good personal support and guidance. Pupils enjoy very good relationships with staff, which benefits their confidence in seeking support when they have any concerns or wish to share their joys.

Main strengths and weaknesses

- Very good arrangements for the care, health and welfare of pupils.
- Good opportunities for pupils to seek guidance, advice and support.
- Staff have good relationships with pupils and all staff work well together to support individual needs.
- Pupils trust the staff and are confident that they will listen and take actions regarding their concerns and opinions.
- Good induction arrangements help pupils joining the school to settle in well.
- Pupils with special educational needs are well supported in their learning.

Commentary

22. The school's procedures for ensuring the health, safety and well-being of pupils are very good. First aid provision is good and trained staff are designated to provide assistance in the event of an emergency. Safe practice is promoted well in lessons both in the school and in the community. Equipment is regularly checked and tested and the school carries out regular risk assessments.

23. Child protection procedures work effectively because staff are experienced, well trained and vigilant.

24. Staff know pupils very well and act sensitively to provide a level of personal support that matches pupils' individual needs and supports their all-round development.

25. Induction arrangements are very good, when the youngest children start school and when pupils join the school at different times. These arrangements start the work of developing good and trusting relationships between pupils and staff which give pupils the confidence to seek support and guidance when they have a personal problem, or when they want to share a success or news of something special. Staff provide a good response to such requests and, through their good knowledge of pupils, as individuals, they are able to offer support.

26. Pupils with special educational needs are supported well. A number of agencies give good support to the school.

27. The school successfully seeks pupils' views through the School Council. Pupils that show particular strengths in their social development are selected to help other pupils when they are experiencing friendship difficulties.

Partnership with parents, other schools and the community

Parents have very positive views of the school and the education which it provides. The partnership between school and home is very good. Links with the community and other schools are good.

Main strengths and weaknesses

- Parents are very happy with what the school provides for their children.
- The school's partnership with parents makes a positive contribution to pupils' learning.
- Links with the community enrich learning experiences for pupils and provide very good opportunities for their personal and social development.
- The quality and informative content of newsletters and general information provided to parents are good.
- The committee of the Friends Association works hard to support the work of the school.
- There are well-established links with other schools and the pre-school.

Commentary

28. The very positive views of parents reflect an overall high level of satisfaction with all aspects of the school's provision. Inspectors support the positive views of parents and agree staff are committed to working in partnership with parents. Parents are kept well informed through regular newsletters and general information. Pupil reports are good. Reports demonstrate the good knowledge that teachers have of pupils and inform parents on what their children need to do to progress to the next stage of their learning.

29. The school has good arrangements to survey parents and gain their views, which are fed into the school improvement planning process. The school normally manages to resolve any concerns of parents informally. However, in the event that a parent should wish to make a formal complaint, there is an effective complaint procedure.

30. Parents support their children at home and some also at school by listening to reading. They help with homework and some help in school or on outings on a regular basis.

31. The Friends' Association is run by a small but hardworking committee which successfully raises funds to provide additional resources and learning opportunities for pupils. Through events such as jumble sales, discos and fayres they have been able to raise funds to help purchase additional resources for the school. Their hard work is greatly appreciated by staff and benefits pupils well.

32. Links with the community and a wide range of visits and visitors provide very good enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the local and wider community.

33. Links with other schools are very good and the school plays an active part in the local group of schools. Links with the local pre-school are good and with the secondary school most pupils move on to and these appropriately support the transfer of pupils by providing opportunities to visit and gain an understanding of the next stage of education.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management provided by the headteacher and the governing body is very good. The quality of leadership is very good because the headteacher and the governing body have a shared vision for the school and a very clear understanding of how the school should develop and grow. Very good management enables the school to fulfil its intentions. The assistant headteacher provides strong support and the role of subject co-ordinators has been developed and strengthened. This shows considerable improvement on the last inspection which concluded that there was no monitoring of teaching, little subject co-ordination, a weak school improvement plan, poor resources and weaknesses in professional development. The school had recognised and started to address these issues, and was already beginning to move forward.

Main strengths and weaknesses

- The headteacher is a very effective leader and manager.
- The governing body is highly effective and actively works towards shaping the future of the school.
- Governors have a clear understanding of the strengths and weaknesses of the school through a strong monitoring programme.
- Subject co-ordinators have developed and strengthened their roles.
- There is a strong commitment to working as a team.
- There is open communication and a positive ethos.

Commentary

34. The governing body is a particular strength of the school. Governors have a very clear view of the needs of the school and plan well to ensure these needs are met. They have effectively met the challenges provided by the previous inspection. Governors feel very well informed by the headteacher and there is a good flow of information between the headteacher and the governing body. The governing body has developed a very effective committee structure. Monitoring and evaluation is effective through regular class visits, termly meetings with subject co-ordinators and analysis of results. Teachers have a positive view of this aspect of the governor's role. Governors are fully involved in the development of the school's improvement plan and regularly monitor the progress towards meeting its priorities. However, at present, this document is somewhat unwieldy – it needs to be more streamlined and more accessible to its readers, with more specific actions and success criteria. Governors have a full role in producing the school's budget and work closely with the headteacher to ensure it is in line with the educational priorities of the school. Performance management systems are in place and are effectively monitored by the governing body. All governors are willing to undertake training to improve their performance. They work closely with the headteacher and are able to both challenge and support within a climate of mutual respect and trust. There is full compliance with all statutory requirements.

35. The headteacher is very effective, providing strong and focussed leadership. She has a clear sense of purpose and high aspirations for the school and she has succeeded in creating an effective team who work together very well. Curriculum leadership by the headteacher is very good and has had a direct impact on the raising of standards and on the continuing development of the school. She is very effective as a team leader in expecting and enabling colleagues to identify and help to achieve the school's aims. This is particularly evident in the development of the role of the subject co-ordinator. This has strengthened considerably since the last inspection and is now a successful tool in supporting the development of all subjects. Subject co-ordinators regularly visit classes, review planning and examine and moderate children's work and are given regular non-contact time in order to fully carry out this role. All subject co-ordinators constantly monitor performance data, reviewing emerging patterns and producing action plans to move the subject forward. The headteacher and all staff have a very clear commitment to inclusion and equal opportunities for all pupils and provide good role models for pupils. Target setting and the monitoring of achievement and progress are well established with strong assessment practices contributing to this.

36. The quality of management is very good. The school has very good systems that help it understand its current position and plan effectively for improvement. The performance management of staff is well established and is beginning to have an impact on school improvement. All staff are given opportunities for further professional development and systems are in place for staff to pass on the new ideas they acquire during this training. The budget is managed very well and the headteacher and governors are careful in applying the principles of best value. The school's improving results show that it manages its budget effectively and the school is now well resourced. The most recent surpluses on the budget are earmarked to maintain the pupil to teacher ratio, and for improvements in resourcing. Additional sources of funding are used wisely to meet identified educational priorities. The school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	284,291
Total expenditure	300,013
Expenditure per pupil	3,093

Balances (£)	
Balance from previous year	39,993
Balance carried forward to the next	24,235

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision for children in Reception is good. This is an improvement on the findings of the previous inspection.

38. There are 24 children of Reception age who are taught by two part-time teachers who jointly manage this stage of learning and ensure that children are provided with a curriculum, that meets their needs well. Improvements have been made to the Reception classroom and the outdoor area where teachers set up a variety of activities, which stimulate learning. On entry to school the attainment of the majority of children is above the expected level. By the end of the year it is likely that most children will reach the expected standards in all areas of learning and that a significant minority will exceed these levels.

39. Overall teaching and learning are good. Staff work very hard to provide children with a wide range of interesting activities linked to themes, such as *Dallington Station*, and children achieve well in all areas of learning. Management and leadership of the Foundation Stage show clear educational direction and there are good induction procedures for children starting school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults and children enjoy good relationships.

Commentary

40. The good relationships and teamwork of the staff ensure that all children are provided with a warm and caring environment where they settle quickly and engage enthusiastically in the activities set. While a significant number of less mature children are still reluctant to share and take turns readily, more able children play cooperatively with their peers and learn to negotiate well. The majority of children are confident to tackle activities independently and remain on task while those who are unsure are well supported by a good number of adults. The school values parents as partners in children's education and parents support children well both with homework and as helpers in the class.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are articulate and participate well in discussions.

Commentary

41. Teachers make sure all children have the opportunity both to speak and to listen in class activities and extend their vocabulary well. Most children contribute well in class discussions and confidently express themselves. They listen attentively and confidently and join in at appropriate places as the teacher reads the train stories with good expression. Higher attaining children read

short, simple sentences confidently and with expression while lower attaining children search for information from the pictures in stories and are keen to discuss their findings. Most children are able to write simple words from memory and the most capable children recognise that capital letters should be used to start a sentence.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Activities set are carefully linked to the class topic, making learning interesting.

Commentary

42. The good balance of class teaching and group work and the clear understanding of teaching assistants and parents of the purpose of activities ensure that all children are provided with interesting activities which contribute well to the development of their skills. More able children use developing mathematical knowledge to solve practical problems involving 'more and less' as they compare the prices of train tickets. Staff skilfully encourage children to 'check' their answers and thus help them to develop more accuracy and responsibility for their own learning. Less able children recognise numbers on dice and count forwards and backwards in familiar contexts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of staff expertise in ICT.
- Activities and resources are well organised to promote learning.

Commentary

43. A teaching assistant who is a specialist in ICT makes a very good contribution to children's learning. In small groups, and as a result of her firm insistence, children listen carefully and then follow her clear instructions, which results in very good progress being made in operating the remote control toy floor robot. Good opportunities are also provided for children to tend plants in the outside area and to reflect that plants will 'wither and die if they are not watered'. Activities are well organised and a good range of resources is provided from which children learn how to construct a bridge in the recently developed outdoor area. A few children test out the bridge by running a car over it and are duly praised for their good efforts. Festivals such as Harvest, Diwali and Easter are studied.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are developing good control.

Commentary

44. Children are keen to demonstrate their physical skills as they handle tools and equipment confidently and with increasing control. Good use is made of the indoor and the greatly improved outdoor space where children use sand to compare the tracks of different vehicles. Children generally play well together as they use a good selection of construction materials. During the course of the inspection no observations were made of children engaging in controlling their bodies in physical activities such as climbing, jumping or running.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A wide variety of activities is provided.

Commentary

45. Good opportunities are provided for children to examine sounds made by various musical instruments and they use their imagination well to match the sounds they make to those of a train travelling. Others engage happily in role-play at the ticket office where they use their growing numeracy and literacy skills to choose the destination for their journey and make good attempts to provide the right money. A wide range of materials is provided from which children independently choose to create a scene they may have witnessed from their train journey. They remain on task until the picture is complete and the majority know the importance of leaving the table neat and clean for the next group.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are very good by Year 6.
- Pupils achieve well due to good quality teaching and learning.
- Pupils with special educational needs make good progress against their specific targets.
- The subject is very well led and managed.
- English makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

Commentary

46. Overall, standards are much improved in the junior phase since the last inspection. In the 2003 National Curriculum tests, Year 6 pupils achieved well above average standards in English in comparison with all schools and similar schools. Standards in English are rising because of the school's focus on improvement in this subject. Pupils with special educational needs have made significant progress in relation to prior achievement. Standards were above average in Year 2 in reading and writing compared to all schools.

47. At the time of this inspection, standards were well above average by the end of Year 6 in English. Pupils are well placed to meet or exceed the targets set for them in the 2004 national tests. The positive standards reached are due to good planning, good or better teaching and effective use of assessment. An analysis of pupils' work, together with lesson observations, confirms this picture.

48. The inspection found that all pupils, including those with special educational needs and higher attaining pupils, achieve well throughout the school. Pupils with special educational needs are well supported by adults in lessons. Staff make every effort to raise pupils' attainment by carefully planned work and good support and encouragement. In all year groups, there is a wide span of ability. From broadly average starting points, pupils, including those with special educational needs, achieve well during their time at school to reach well above average standards.

49. Overall, standards in speaking and listening are broadly average in Years 1 and 2, above average in Year 3 and 4 and well above average in Years 5 and 6. Most pupils speak confidently and use a good range of mathematical, art and design, scientific, historical, musical and religious vocabulary by Year 6. Younger pupils also have an improving vocabulary due to good teaching having an impact on their learning. Staff work hard to help pupils to extend their vocabulary by:

- encouraging pupils to talk to each other;
- using drama activities or interesting starts to lessons to help pupils to communicate effectively.

For example, in a very good Year 5 and 6 lesson, the teacher made very effective use of a colourful poster of a character called *Scarface* to stimulate pupils' discussion. One pupil said to another 'I think he is a wheeler dealer who owns a Mercedes limo.'

50. Pupils achieve well in reading, with the good development of their knowledge and enjoyment of books being developed well alongside their reading skills. There is a well-structured reading programme, with pupils working through a published scheme. Standards are currently above average in Years 1 and 2 and Years 3 and 4. They are well above average in Years 5 and 6. There are valuable opportunities during the school day for pupils to engage in groups, paired and silent reading. All pupils enjoy reading with parents and carers at home, which helps them to progress well. Pupils tackle new material confidently. They enjoy reading the books of the following authors, such as Roald Dahl, Dick King-Smith, J K Rowling and J R Tolkien. Book areas in classrooms are well organised; however, the small library is not conducive to promote independent learning or small group work.

51. Well-taught reading skills ensure that younger pupils read fluently and accurately. By Year 6, pupils read fluently in a mature, expressive way. A strength in reading is the way in which older pupils' good speaking skills enable them to explore books at a deeper level of meaning and enable them to understand more difficult words.

52. Attainment in writing is at least average by the end of Year 2 and above average by the end of Year 6. The co-ordinator has inspired staff to successfully drive up standards in writing. Pupils achieve well because of good teaching. Standards have risen because of:

- dissemination to staff of inspiring in-service training, attended by the co-ordinator;
- revised planning, which is good or sometimes very good;
- opportunities for extended writing;
- interesting writing tasks set for a range of audiences;
- pupils' writing is celebrated in displays.

53. The school is continuing to target writing for improvement, especially in the infant phase. There are higher expectations of handwriting and spelling and focused marking. Good target setting ensures that pupils are clear about what they have to do to improve.

54. Teaching is good over time with some very good teaching observed in Year 5 and 6 during the inspection. The quality of teaching has improved since the previous inspection. Pupils concentrate very well in lessons and work hard. They have clear goals and targets and this enables pupils to achieve well. Year 1 and 2 pupils make good progress in using the correct forms of verbs in speaking and writing due to good teaching. Teachers and teaching assistants have a good understanding of the subject and teach it well.

55. The subject is very well managed. Good use is made of assessment to formulate pupils' targets for improvement. The teaching, planning and learning are very well monitored throughout the school. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through well-chosen texts and interesting resources.

Language and literacy across the curriculum

56. This is now a strength of the school. Pupils are provided with opportunities to develop and apply their literacy skills in other subjects, especially history and geography, and ICT is well used to help pupils make a final presentation of their work, such as news reports in history and brochures about France in geography.

FRENCH

57. French is part of the school's regular curriculum, with pupils in Years 5 and 6 having one session each week led by a specialist teacher. Pupils respond well to the brisk teaching. They have a good understanding of common vocabulary and speech patterns, and their pronunciation is good. Their teacher has high expectations of what can be achieved and she does not accept second best. Pupils rise to the challenges set for them with alacrity and enthusiasm. The forthcoming residential visit to France gives pupils the opportunity to practise their spoken French as well as adding an extra dimension to the school's curriculum, as they join in concert with others.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching is good which enables most pupils to achieve well.
- Standards have risen significantly since the last inspection, particularly at the junior phase.
- There is a strong emphasis on numeracy and problem solving which leads to well above average standards by the end of Year 6.
- The subject is well led by an able co-ordinator.
- The school has established a thorough and effective monitoring programme for mathematics.
- Teaching assistants provide good support.
- The school needs to develop an effective plenary at the end of each maths lesson.

Commentary

58. When compared with similar schools, standards are satisfactory at the end of Year 2, but are well above average at the end of Year 6. There has been a strong upward trend in national test results at the end of Year 2 and a very strong upward trend in the Year 6 results. All pupils, including those with special educational needs, make at least good progress, with some in Years 3 to 6 making very good progress. Teachers have high expectations of pupils' achievement and set challenging targets. Assessment is detailed and thorough. The pupils themselves enjoy mathematics and are keen to be successful. This is a considerable improvement from the previous inspection when there was underachievement at all levels, particularly in the junior phase. All pupils have good number skills for their age and the more able older children are developing a very analytical approach to the subject. The present Year 6 group should exceed the targets set for them and should show good achievement over time.

59. The quality of teaching is good throughout the school. Teachers have a very secure mathematical knowledge, plan very thoroughly, drawing on the guidance in the National Numeracy Strategy and take great care to set work that challenges and interests pupils at the correct level of difficulty. Pupils learn effectively because they are taught to understand mathematical concepts and

ideas rather than just being told how to get the right answer without the intellectual insight that comes from real learning. Questioning is used well to develop pupils' thinking and learning. Classroom management is strong and good relationships exist in all classes. Learning intentions are emphasised in all lessons and there are good examples of pupils self-assessing at the end of each lesson. The strong and regular support from teaching assistants allows teachers to provide more focussed teaching of groups within the class. Some use is made of paired or collaborative learning, but this could be used more. The summing up session should be developed further to consolidate pupils' knowledge and understanding at the end of lessons.

60. The subject is well led and managed by an experienced and knowledgeable member of staff who has produced a positive action plan that charts the future mathematical direction of the school. School and national tests results are analysed carefully and the curriculum is modified where necessary. Pupil progress is carefully tracked through half termly assessment and review weeks with realistic yet challenging targets being set based on end of year test results. Regular feedback is given to children on their progress. The co-ordinator regularly scrutinises children's work and teacher's planning and visits other classes to observe lessons, to team-teach and to check whether work is matched well to ability. A governor is also involved in this monitoring of the curriculum. The co-ordinator has attended several professional development courses and all staff have received training in the teaching of mathematics. The school has shown its commitment to numeracy by achieving the Quality Mark award.

Mathematics across the curriculum

61. Provision for the use of mathematical skills across the curriculum is good. For example, mathematical skills are used in geography and ICT lessons where pupils produce graphs and tables to show climatic trends.

SCIENCE

Provision in science is **good**. This is an improvement on the findings of the previous inspection.

Main strengths and weaknesses

- Standards in science have improved.
- Teaching and learning are good.
- Recording is of a high standard.
- Subject leadership is very good.

Commentary

62. The previous inspection found achievement at the end of Year 2 to be unsatisfactory. Standards have since improved and they are now in line with the expected levels. At the end of Year 6 standards have also improved and are now above the expected levels. Achievement by the end of Year 2 is satisfactory and at the end of Year 6 it is good. Pupils with special educational needs achieve well throughout the school.

63. Teaching and learning are good. Teachers plan carefully to ensure lessons are lively and include a high degree of effective questioning and pupil involvement in discussion and practical activities. The focus throughout the school on more investigative approaches has helped to raise standards and increase pupil confidence in the subject. Pupils enjoy science lessons and detailed and informative marking of their work prompts them to think carefully about future targets.

64. Pupils in Years 1 and 2 work well in groups as they examine forces. The very good ratio of adults to pupils ensures that all pupils are well supported and the high level of questioning helps pupils develop a growing awareness of fair testing. They are confident to make predictions as to possible outcomes.

65. As a result of very good teaching, pupils in Years 3 and 4 are well challenged and gain a good understanding of the effect of how heating materials can cause them to turn into a liquid, which on cooling will return to its solid state. Pupils listen well, observe intently and eagerly participate in an excellent discussion. They show a good understanding of the need for safety when conducting experiments.

66. Although no lessons were observed in Years 5 and 6, discussions with pupils and staff and an analysis of their work indicate that they have covered all areas of science in considerable depth and have a good knowledge and understanding, which they apply well in their investigations.

67. Teachers set high standards for recording and presentation. By the end of Year 6 these routines are firmly established and the recording of all pupils is consistently high and pupils are justly proud of their efforts.

68. The subject co-ordinator has a very good understanding of the subject and has worked hard to support colleagues in the teaching of science. Test and frequent assessment results are analysed very carefully and the information gained is used well to address planning to meet weaker areas of pupils' learning.

69. Good links are made to literacy and numeracy as pupils present their findings in numerical tables and graphs and write clear and accurate descriptions of their scientific findings. Information and communication technology is used to promote research skills and to present information in meaningful ways. Teachers plan to incorporate design and technology more closely with science.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **good** and this constitutes a considerable improvement since the last inspection, when provision was judged to be unsatisfactory due to unsatisfactory standards, unsatisfactory progress and poor leadership.

Main strengths and weaknesses

- Improved standards since the last inspection, particularly at Key Stage 2.
- The subject is well managed by an effective subject co-ordinator.
- There are now good resources – both of hardware and software.
- There is strong technical support from a teaching assistant.
- The systematic use of ICT across the curriculum is now planned for and is becoming a regular part of the school's curriculum.
- The co-ordinator's plan does not sufficiently reflect identified strengths and weaknesses in teaching and learning.

Commentary

70. Standards by the end of Year 2 are in line with national expectations and by the end of Year 6 are above those expected nationally. This is a significant improvement since the last inspection. Although only one lesson was seen, there was substantial evidence of the work children had done, both saved on computer and printed out. These included Year leaflets produced by pupils in Year 6 extolling the virtues of their school and village using multi-media presentations relating to other curricular areas, databases used to produce graphs and charts for science and geography and a desktop-published school newspaper range of processed written work. Good use is made of the Internet to gather information to support their learning in other subjects. Pupils in Year 6 have less of a range of activity but they also use the Internet to support their learning as well as regularly using word processing skills. A varied range of software is used to support their work in other subjects. Pupils are confident in the basic skills of manipulating the mouse, using the keyboard and saving and retrieving their work. Standards are rising as a result of the work of the subject co-ordinator and the progress of most pupils is good.

71. Because only one lesson was seen, it was not possible to judge the quality of teaching. However, discussions showed that teachers are confident of their ability to teach ICT – a product of the in-service training and support they have received; the teaching assistant for ICT provides very good support. The pupils have very positive attitudes to the subject. The good quality of the work seen is further evidence of this. Assessment procedures, including some pupils' self-assessment, are in place, although as yet, these are not fully embedded.

72. Leadership and management of the subject are very good. The co-ordinator demonstrates a very clear understanding of developments in the subject and of the improvements he wants to make. These are listed in a clear action plan, although sometimes this seems to dwell on hardware and software issues rather than those of pupils' learning. Resources are in fact good and well used, with an appropriate number of computers and a good range of software to support all curriculum areas. The school has a website which the co-ordinator would like to develop further. Monitoring is established with the co-ordinator visiting other classes, team-teaching, termly meetings with a governor and regular scrutiny of planning. The co-ordinator also runs a weekly computer club and holds curriculum evenings for parents.

Information and communication technology across the curriculum

73. Information and communication technology is used well across the curriculum. This is built into all teachers' planning and the software and hardware is now available to support most areas of the curriculum. The work that pupils save and print shows how this happens in subjects such as English, mathematics, science, history, geography and design and technology.

HUMANITIES

In humanities, work was sampled in **history** and **geography**. Lessons could be observed only in geography. It is therefore not possible to form an overall judgement about provision in history, but provision in geography is **good**.

Main strengths and weaknesses

- At the end of Year 6 standards are above expected levels in geography.
- Teaching and learning are good.
- Good use is made of ICT to support learning.
- The overall quality of the curriculum is very good in history and geography.

Commentary

74. Standards are in line with expectations by the end of Year 2 in history and geography. They are above expectations by the end of Year 6. All pupils, including the higher attaining and those with special educational needs, achieve well due to good teaching.

75. Good direct teaching in a Year 1 and 2 class enabled all pupils including the more able and those with special educational needs to confidently identify physical and human features of a Scottish island. Effective use was made of resources as most pupils located the Western Islands and all pupils gained an understanding of how an island is different from the mainland. In this lesson there was a clear explanation of tasks and a good level of pupil involvement in a question and answer session. In this way the teacher competently checked the pupils' levels of understanding, extended their learning and pupils were well motivated and maintained concentration.

76. Very good teaching was seen in a Year 6 lesson when a visiting teacher gave an excellent talk on her proposed ascent of Mount Kilimanjaro. She gave a vivid account of the journey to reach Tanzania and the location of the mountain. Pupils' interest was immediately captivated and they listened intently and gained a good understanding of the three vegetation zones that would be

experienced during the climb: the dense, steamy hot tropical rain forests with parrots and monkeys, the alpine-like meadows and the mountain deserts with rocky rugged snow-capped mountains. Good opportunities were provided for pupils to examine the essential equipment needed for such a venture: food which would offer sustained nourishment and long, lightweight, yet waterproof clothing capable of offering protection from the heat of the sun, rain and insect bites. Very good use of labels containing factual information and involvement of the pupils in discussion and question and answers ensured the lesson proceeded at a very brisk pace and much new geographical vocabulary was learned. Pupils enjoyed the lesson immensely.

77. In all classes good use is made of ICT in both history and geography to support learning. This was evident in the Year 3/4 class where pupils were observed reading, exploring and finding information to discover how farmers depended on the seasonal flooding of the River Nile to provide them with fertile 'black land' on which to grow their crops of wheat, barley, dates and olives. Pupils' geographical and historical research skills are well developed through independent learning. The overall quality of the curriculum is very good in history and geography, which is a good improvement on the previous inspection.

Religious education

78. It is not possible to make a firm judgement about overall provision in **religious education**. However, the evidence available suggests it is good. It is evident from viewing planning and discussions with the co-ordinator and pupils that a very good curriculum is taught in accordance with the expectations of the locally Agreed Syllabus. There is very good use of visits and visitors to promote a good understanding of religious and cultural diversity. Pupils are also given valuable opportunities for reflection and for developing their own views especially through assemblies and cross-curricular work. This is a very good improvement on the previous inspection.

79. Standards in religious education at the time of the inspection were above the expectations of the locally Agreed Syllabus by Year 6. By Year 2, standards are in line with the expectations. Pupils' learning in religious education is good due to good teaching. All pupils, including those with special educational needs and higher attaining pupils, make good progress in relation to prior achievement. The work seen in pupils' books shows that pupils, especially in the junior phase, have a good knowledge of other religions, religious festivals and celebrations. Infant pupils have secure knowledge of Christianity and Hinduism, while the oldest pupils have a good grasp of the principles of Christianity and Islam.

80. Pupils are given valuable opportunities to explore Christianity. Very good cross-curricular links are made wherever possible and ICT is used well to support learning. There have been successful multi-cultural weeks and the production of '*Joseph*' greatly enriched pupils' cross-curricular experiences.

81. The subject is very well led and managed by the subject co-ordinator. It is very well monitored and there is good use made of assessment to inform planning. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. Very good links have been made with a group of Christians in East Africa.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Only one lesson was seen in each of the following subjects: **art and design** and **music**, and no lessons were seen in **design and technology**. It is not therefore possible to make a firm judgement about overall provision; however, the evidence available indicates that it is good in all three areas. In addition to observing lessons, inspectors spoke to co-ordinators about their work, talked with pupils about what they had learnt, and looked at pupils' work.

83. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in **art and design** is interesting and varied. This is a similar picture to that at the time of the last inspection. This lively approach was evident in a good Year 3/4 art lesson, when pupils concentrated very hard to produce pieces of art in the style of Paul Klee and Escher. They were successful in using lines to create good quality patterns, mazes and mathematical patterns. The pupils then collaborated well with their partners to praise and evaluate each other's work. Teacher and learning assistants supported all pupils, including those with special educational needs, well in their learning. Displays are colourful and bright around the school and the subject makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

84. The curriculum is very good overall. It is broad, balanced and relevant. It is enriched by cross-curricular work in history where pupils have created good images of Egypt and good quality Greek masks. Pupils thoroughly enjoyed completing their clay plaques in Years 1 and 2. There is good use made of ICT to support pupils' learning and older pupils enjoy visiting art galleries and researching information about famous artists on the website. They enjoy three-dimensional work. Standards are in line with expectations for pupils in Year 2 and above expectations by the end of Year 6. Pupils, including those with special educational needs, achieve well according to work examined. The co-ordinator is providing good, clear educational direction for the subject. The school is developing more formal assessment systems in order to track pupils' progress more systematically.

85. In **design and technology**, scrutiny of pupils' work, discussions with the co-ordinator and pupils and examination of displays and photographs indicates that this is a developing subject. Standards in Year 2 are in line with national expectations and those in Year 6 are above.

86. Year 5 and Year 6 pupils have completed a good project on re-cycling paper and testing different ways of producing it. They have also developed their own way of making bread, using their own recipes and carried out well designed taste tests to determine the best result. Year 3 and Year 4 pupils designed Christmas decorations that were good working models that included an electrical circuit.

87. The co-ordinator provides good leadership in this subject and there has been good improvement in the breadth of the curriculum since the last inspection. The subject is effectively monitored by the subject co-ordinator and governors. Information and communication technology is used well to support pupils' learning and the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Good pupil self-evaluation is in place.

88. In **music**, pupils were only observed in a Year 3/4 lesson, although the whole school was heard singing enthusiastically in all assemblies. They sang '*God Loves You*' well with full awareness of breathing, diction and dynamics. The standard of singing is good throughout the school. The quality of the curriculum is good in the infant phase and very good in the junior phase. The subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development. The new music scheme enables all teachers to be confident in teaching the subject, which is a very good improvement on the previous inspection. All adults support pupils well in their learning.

89. In the one lesson seen in Years 3 and 4, pupils were developing a good piece of music to illustrate the sort of sounds that are heard in the rainforest. They made good progress in using appropriate symbols to create a graphic score. There was good pace to the teaching and high expectations of behaviour. All pupils achieved well, including those with special educational needs. Good cross-curricular links were evident and pupils were successful in their use of instruments and sounds to create the effect of a rainforest.

90. Concerts and performance also contribute well to pupils' overall musical experience. '*Joseph*' has been a recent successful performance. Pupils have valuable opportunities to learn the violin, guitar, recorder, keyboard and double bass and enjoy performing for others.

91. Standards are broadly average in Year 2 and above average in Year 6. Pupils benefit from the opportunity to perform songs such as a French Sea Shanty with other schools in their Cluster Group project. Pupils achieve well due to the very good, clear educational direction provided by the subject co-ordinator. The school has identified the need to record and evaluate their composition work.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils are enthusiastic due to good teaching.
- The co-ordinator provides very good enthusiastic leadership.
- The curriculum for physical education is broad and balanced and includes a wide range of extra-curricular activities.
- The school is involved in a number of programmes including the School Sports co-ordinator Programme and Active Mark as well as sporting events.
- The school has made good progress since the last inspection.

Commentary

92. Standards in physical education are in line with national expectations in Year 2, but are above national expectations by Year 6. Pupils respond very positively to teacher's high expectations and made good progress in the two lessons seen. Teacher's planning over the year ensures that each part of the curriculum is covered in sufficient depth with a strong emphasis on swimming for all pupils every year. Year 2 children use their bodies to express feelings and perform a simple routine to show a series of feelings. Year 6 children work well on striking games including throwing, catching and fielding. All children are able to work cooperatively and organise themselves to make effective use of the lesson.

93. The quality of teaching and learning in the subject is good throughout the school. Teachers start lessons with a warm-up and with a review of previous learning, linking it to the present lesson. Opportunities are taken to allow children to demonstrate the skills they are learning and teachers give positive feedback. Lessons include appropriate activities and include a good progression from individual to paired and group activities. Assessment is well planned through annotation of plans and high achievers are pointed out to their next school.

94. The subject is led by a very good, enthusiastic co-ordinator who is providing very good leadership. This is supported by the strong monitoring programme the school has established involving the co-ordinator and a governor. The monitoring programme involves the co-ordinator in observing lessons in other classes and reviewing planning. An action plan has been drawn up that will help with the further development of the subject. Being part of the School Sports Co-ordinator Programme has enabled the school to get training for all staff with the co-ordinator involved in a six-day training programme. It has also resulted in a successful bid for extra equipment and the support of a teacher from the linked secondary school in team-teaching. There is a full programme

of extra-curricular activities that includes football, netball, basketball, hockey, rugby and cricket with the school taking part in local competitions and festivals for many of these sports. Some of these activities are specifically for the younger pupils. Gymnastics is a particular strength, with three teachers now qualified coaches.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- Provision is planned very well into the curriculum.
- Cross-curricular links are clearly identified and developed well.

Commentary

95. The arrangements for PSHCE, including drugs education are very good. Pupils' citizenship skills are developed very well through 'circle time', religious education, science and music. This area contributes very well to pupils' spiritual, moral, social and cultural development. The school sees pupils' personal development as an important part of its work. The arrangements for drug and health education are very good. Pupils learn about the importance of a healthy diet in science. Pupils are learning how to develop a healthy and safe lifestyle. They gain confidence and interact very well with others.

96. The very caring school ethos supports pupils' personal development and 'circle time' provides very good opportunities to share feelings and to discuss a range of topics. These sessions are effective in building the pupils' confidence and enable them to share their feelings with others. As pupils get older, they are given increasing responsibility, preparing them well for the next stage of their education.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	2
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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