

INSPECTION REPORT

DELAWARE COMMUNITY PRIMARY SCHOOL

Drakewalls, Gunnislake

LEA area: Cornwall

Unique reference number: 111973

Headteacher: Mrs Jo Grail

Lead inspector: Jennie Willcock-Bates

Dates of inspection: 22-25 September 2003

Inspection number: 255962

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 5-11
Gender of pupils: Mixed
Number on roll: 194

School address: Drakewalls
Gunnislake
Cornwall
Postcode: PL18 9EN

Telephone number: 01822 832550
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Appropriate authority: Governing Body
Name of chair of governors: Neil Richards

Date of previous inspection: 23 November 1998

CHARACTERISTICS OF THE SCHOOL

Delaware Community Primary School is situated in the small village of Drakewalls near Gunnislake in Cornwall. Most pupils come from villages, farms and hamlets in the surrounding countryside. Their socio-economic circumstances are neither advantaged nor disadvantaged. A few professional families travel to work, and a significant proportion work locally in seasonal low paid employment. The low number of pupils who are entitled to free school meals is not a true picture of the number who receive financial support. Attainment on entry is broadly average but there are wide variations ranging from pupils who speak in single words and find it hard to concentrate to others who are articulate, confident and happily concentrate for long periods of time. Almost all pupils are of white British heritage and speak English as their mother tongue. There are more pupils with wide ranging special educational needs than in most schools. An above average number are receiving support through statements of special educational needs for moderate to profound learning needs, autism and challenging behaviour. A high number of pupils move in and out of the school over the school year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1967	Jennie Willcock-Bates	Lead inspector	Mathematics, physical education and Foundation Stage curriculum
9646	Geraldine Osmond	Lay inspector	
30457	David Evans	Team inspector	Science, art and design, design and technology and music
27523	Graham Jones	Team inspector	English, information and communication technology, geography, history, religious education and special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school. It provides a good quality of education for its pupils and gives good value for money. Pupils thoroughly enjoy school and behave well, which enables them to make the most of the good teaching. Pupils' achievement is good, and they demonstrate above average standards in English, science, and art and design, and well above average standards in physical education. Standards in mathematics and all other subjects are as expected. Leadership and management are very good.

The school's main strengths and weaknesses are:

- Leadership motivates staff, and management ensures that the school runs very smoothly and improves.
- The provision for special educational needs is very good and the school ensures that all different groups of pupils benefit from what it provides.
- Standards in physical education are high, and they are above average in English, science and art and design.
- Standards in mathematics are average and achievements are satisfactory, but are not yet as high as in English and science.
- Children in reception settle into school well because of good teaching and an exciting curriculum.
- The quality of marking is inconsistent.
- The very strong ethos promotes pupils' self-esteem and achievement.

Improvement is good, because it has been rapid over the last two years since the new headteacher was appointed. Good standards in English have been maintained, and standards in other subjects are now beginning to rise again. There have been significant improvements to teaching, leadership and management. All key issues identified by the previous inspection have been addressed.

STANDARDS ACHIEVED

Children start reception with average skills in all areas of their development. The majority of children are on course to meet the goals they are expected to meet by the end of the reception year. They are on course to exceed the goals in their personal, social and emotional and their creative development.

The standards achieved by pupils in Year 1 and 2 are average overall. Standards are average in reading, writing, speaking and listening, and mathematics and above average in science, art and design. Pupils performed well in the national tests in 2002, in reading, writing and mathematics. Standards in all other subjects are as expected. Again, standards at the end of Year 6 are average overall. Standards are above average in all aspects of English and science and average in mathematics. Test results in English in 2002 for pupils in Year 6 were in line with the national average but well above the average of similar schools. The pupils did not perform well in the tests for mathematics or science but they made the same progress as pupils in similar schools. Pupils achieve high standards in physical education, and standards in art and design are above average. Standards in all other subjects are as expected.

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

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

Pupils' achievement is good from reception to Year 6. Boys and girls and pupils of different ability all make the same sort of progress. Pupils with significant special educational needs achieve well, and make particularly good progress in Years 3 to 6. This is because they are very well supported and are given work that is just right to help them learn.

Pupils' **personal qualities**, including their **spiritual, moral, social and cultural development, are good**. They have very good attitudes to school and behave well. Attendance is good but some pupils arrive late in the morning.

QUALITY OF EDUCATION

The quality of education provided is good. The teaching is good and there are particular strengths in teaching in the reception class and Years 2, 3 and 6. Teaching assistants support teachers and pupils very well. The teaching of English, mathematics, science, and art and design is good and in physical education it is very good. Information and communication technology is not used enough to support pupils' learning in other subjects. Pupils' learning is good and they work hard. Sometimes they get too noisy when they are doing practical work. Marking is inconsistent in quality.

The curriculum is good. There is a good range of activities that take place outside lessons. The breakfast and kids' clubs are effective. Accommodation is satisfactory, and resources are good. Pupils receive very good care and guidance, and the provision for health and safety is also very good. Links with parents and the community are effective, and links with the local community college are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The very good leadership of the headteacher creates a climate for change and standards are now rising. Management is very good and morale is high. The school is very well run by the governors. Governors are very well organised and they know the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are generally happy with the school. They feel that their children achieve well because teaching is good. They feel that the school helps their children work hard, become mature and act responsibly. Some raised concerns about bullying, but inspectors found that, apart from boisterous behaviour from a class of young boys, pupils behave well. Problems of anti-social behaviour had been successfully dealt with. A minority of parents felt uncomfortable approaching the school with concerns and that the school does not seek or act upon their views. Inspectors think that the school is receptive to parents. However, a more systematic approach to consultation with parents would be beneficial.

Pupils thoroughly enjoy being at school. They feel that teachers are fair and helpful, and they are learning a lot. Some raised concerns about the 'tricky' and annoying behaviour of a small group of pupils. However, they feel that pupils who misbehave are punished appropriately. Pupils know who to go to if they are worried or ill. They enjoy working towards merit points. They would like to see the classrooms become better decorated and more comfortable.

IMPROVEMENTS NEEDED

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

- Raise standards so as to improve achievement in mathematics.
- Improve the quality of on-going assessment and marking to help pupils understand what they have to do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English are average at the end of Year 2 and above average at the end of Year 6, above average in science and average in mathematics. High standards are attained in physical education. Standards in most other subjects are as expected. Pupils achieve well in each year group. The achievement of pupils with special educational needs and higher attaining pupils is good overall and very good in Years 3 to 6.

Main strengths and weaknesses

- Pupils with special educational needs in each year group, including those with statements, achieve very well because they are very effectively supported and work is planned very successfully to help them learn.
- Higher attaining pupils achieve well because they are appropriately challenged to extend their skills to their full capability.
- Standards are above average in speaking and listening, reading and writing by the end of Year 6 and pupils achieve well throughout the school.
- Standards in mathematics are not as high as in English and science.
- Achievement in scientific enquiry is good throughout the school.
- Standards are high and achievement is very good in physical education in Years 3 to 6 because of very challenging teaching.
- Standards in art are above average and children's achievement is good.

Commentary

1. The results of national tests in 2002 for pupils in Year 2 were above the national average and the average of similar schools in reading, and average in writing and mathematics. The proportion of pupils reaching the higher than average Level 3 in reading was high in relation to similar schools. However, fewer pupils reached these higher levels in mathematics and writing. The main reasons for this variation are the levels of attainment in the year group and the high proportion of pupils with special educational needs.

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

Standards in:	School results	National results
Reading	16.6 (15.0)	15.8 (15.7)
Writing	14.7 (12.0)	14.4 (14.3)
Mathematics	16.6 (15.5)	16.5 (16.2)

There were 23 pupils in the year group. Figures in brackets are for the previous year

2. While results in 2002 for pupils in Year 6 were in line with the national average in English, they were above the average of similar schools. Results in mathematics and science were below average and were well below the average of similar schools. However, their achievement since they took the test when they were in Year 2 in 1999 was very good in English and satisfactory in mathematics and science. Results for 2003 show an improvement in mathematics and science and significantly more pupils reaching the higher than average Level 5. There was a surprising dip in the results in English, mainly in writing, which did not match the teachers' assessment. Inspection findings do not reflect the test results and pupils' work does not show that standards have fallen in writing. Despite the number of pupils with special educational needs, standards in English are on course to be above average at the end of Year 6.

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

Standards in:	School results	National results
English	27.7 (27.0)	27.7 (27.7)
Mathematics	25.9 (27.0)	26.7(26.6)
Science	27.7 (28.3)	28.3 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. The school welcomes pupils of all levels of attainment, and there is a significant proportion of pupils who have considerable special educational needs. This means that several pupils do not perform as well in the tests as they do in lessons, which is one of the reasons for the dip in test results. In addition, the school has to compensate for a significant proportion of pupils moving into the school into some year groups. For example, in 2003 a large number of pupils who took the tests in Year 6 had entered the school over the last four years.
4. Achievement is good overall from the reception to Year 6 because of good teaching. The progress of the great majority is good. Pupils' current and past work and the school's records of pupils' achievements, particularly in English, mathematics and science, show that the difficulties in the last three years have been overcome and standards are beginning to rise.
5. Children in the reception class have average skills in all areas of learning but there are wide variations in ability. Children of all levels of attainment have made a good start to school. As a result of a stimulating and challenging curriculum, and the praise and encouragement of the teacher and teaching assistant, children achieve well. They are on course to meet the goals they are expected to reach by the end of the reception year in their communication, language and literacy, and their mathematical development, and will exceed the goals in their personal, social and emotional development and their creative development. However, the work seen when children were using computers was good. Recorded work of children in last year's reception shows good achievement and they were well prepared for work in Year 1.
6. While standards are broadly average, as a result of successful teaching, pupils' achievement is good in Years 1 and 2, which prepares them well for Years 3 to 6. Although the school did not reach its targets in Year 6 for mathematics, appropriately challenging individual targets are set for pupils based on predicted levels of achievement. Consequently, pupils continue to achieve well in Years 3 to 6. Achievement is often very good in lessons in Years 3 and 6. Carefully planned work in almost all subjects means that pupils with diverse and complex special needs achieve very well. Their achievement is carefully monitored and every effort is made to fully include them in every lesson. Another reason for their successful achievement is the very effective and sensitive support they are given by teaching assistants, who form a very good team with the teachers. The school successfully extends the learning of higher attaining pupils. Work is planned to challenge them and make them think, particularly in English and mathematics. This helps them to achieve well, and they often work to their full capacity, which is reflected in the high proportion who attain the higher than average levels in the national tests and the above average standards in lessons.
7. Standards in English are average at the end of Year 2 and above average at the end of Year 6. Pupils do well because the school has put a big emphasis on reading and writing. Clear and effective leadership has an impact on the quality of teaching. Right from the start pupils are encouraged to use language creatively and express their ideas and thoughts. Pupils skilfully use a range of strategies to help them learn to read. Pupils achieve well in their speaking and listening skills throughout the school. In Year 4, the listening skills of a small number of boys who have special needs related to challenging behaviour are less well developed than other boys and the few girls in the class. The emphasis on writing and extending pupils' vocabulary has had a beneficial effect on the quality of work and the language pupils use in writing,

particularly in Years 3 to 6. The work of last year's Year 6 shows writing to be of a good standard.

8. Pupils' achievement is satisfactory in mathematics, and standards are average. The headteacher and co-ordinator have carefully analysed results and evaluated mathematics teaching. As a result, a new programme of work, training and support to enhance teachers' subject knowledge was implemented. However, standards and achievement are not yet as high as in English and science. The main reasons for this are that pupils cannot apply their mathematical skills when solving problems or calculating in other subjects. In addition, more could be done to raise the levels of attainment of pupils whose attainment is broadly average.
9. Pupils achieve well in science throughout the school. One of the reasons for this is the recent emphasis on scientific enquiry. Good teaching promotes very good attitudes to learning and motivates pupils to achieve well, often in abstract scientific ideas as in the work on the food chain. Standards are above average at the end of Year 2 and Year 6.
10. Standards in physical education are well above average and pupils' achievement is very good. They capitalise on the very good teaching, particularly in Year 3 and 6, and this enables them to build effectively on the skills and knowledge they have acquired as they progress through the school. It is a similar picture in art and design because teaching is good and pupils achieve well to reach above average standards at the end of Years 2 and 6. Standards in most other subjects are as expected.

Pupils' attitudes, values and other personal qualities

The attendance rate is good but some pupils arrive late to school. Pupils' attitudes are very good. Their behaviour is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

Main strengths and weaknesses

- Pupils' very good attitudes to learning help them to achieve well in lessons.
- There are many opportunities to help pupils to develop self-esteem and confidence.
- The majority of the pupils attend school regularly but parents do not always get their children to school on time.
- Personal development and spiritual, moral, social and cultural development is good overall.
- At times, and especially during lunchtimes, pupils are quite noisy.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	94.9	School data	0.3
National data	94.1	National data	0.5

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

11. Although the rate of attendance is above the national average there are families who take their children out of school for term time holidays. Some pupils often arrive at school after registration and this can be disruptive for their class.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	190	0	0
White – any other White background	1	0	0
Mixed – any other mixed background	2	0	0
No ethnic group recorded	1	0	0

12. Pupils' enthusiasm for school is very good from reception to Year 6, and this supports their achievement very well. They want to work and they are keen to do their best in all situations, which means they make the best of the good teaching. They are interested and involved in a range of activities. This is because the school nurtures positive attitudes. The youngest children in reception have settled happily into school because of good teaching and well-organised routines. All pupils, and especially those with special educational needs, show this same enthusiasm for school and work. The very strong and positive ethos successfully emphasises the importance of raising pupils' self-esteem. This is given a very high priority in the school and is a major contributory factor to pupils' levels of enthusiasm and confidence.
13. Pupils respond well to the school's provision and this leads to greater maturity as they move through the school and become familiar with its expectations and strong inclusive ethos. There have been no exclusions in the last two years. A small number of parents were concerned about bullying. Staff work very well as a team to reinforce consistently good behaviour in lessons and around the school. The pupils confirm that most other children are well behaved and thoughtful. In the very few instances when pupils with challenging or silly behaviour became too exuberant, they responded positively to the teacher's reprimand and the teaching assistant's positive support. Pupils are friendly and courteous to visitors. They move around the school sensibly, for instance when going to assemblies or to physical education lessons. They are trustworthy and show respect for property. Play at both break times and during the lunch hour is good-natured, largely because of the strong inclusive ethos which the school promotes and the availability of a range of playground equipment. However, pupils can become a little noisy, especially during the lunch break.
14. Pupils' personal development is good and helps them mature during their time in the school as a result of the good provision for spiritual, moral, social and cultural development. There is a strong emphasis on children's personal, social and emotional development in the reception class that helps them become inquisitive, happy, and confident. They behave well to meet the goals expected by the end of the year. The school actively promotes respect, a clear understanding of right and wrong and a sensitive appreciation of the values of living in a culturally diverse society. This marks an improvement since the previous inspection.
15. Relationships are very good and are reinforced consistently by the way pupils' personal skills are developed in lessons, the playground and in assemblies. Pupils are strongly influenced by the very good role models provided by the adults who work with them. All adults are consistently kind, considerate and caring, showing respect to pupils and to each other. Pupils feel that teachers are fair and this helps them respect themselves and develop a sense of empathy with others. Staff and pupils are proud to be part of the strong school community, which ensures that the skills and talents of all its members are respected, supported and fully included in all its work. The school council provides opportunities for pupils to take an active part in important decisions about their school. Pupils take their responsibilities seriously, whether in friendship groups or as helpers in the school tuck shop.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching is good, which helps pupils learn effectively. The assessment of pupils' achievement is satisfactory. The curriculum is effective, and there is a good range of extra-curricular activities. Resources are good. The care, welfare health and safety are very good, and pupils form very successful and trusting relationships with the adults in the school. The school works well with parents and the relationship with the local community college is very good.

Teaching and learning

Teaching is good and pupils learn effectively. Teaching is best in the reception class and Years 2, 3 and 6, where examples of very good teaching were observed. It is satisfactory in all other year groups.

Main strengths and weaknesses

- The best teaching was observed in the reception class, Years 2, 3 and 6.
- Innovative strategies are used to motivate the pupils and help them to work hard.
- Teaching assistants work very effectively as part of the teaching team supporting pupils, particularly those with special educational needs, and enabling them to be fully included in all activities.
- Effective planning ensures that work is well matched to the needs all the different pupils with wide ranging needs.
- Tasks are challenging and effectively extend the pupils' learning.
- Marking is not consistent in quality and does not always help the pupils understand what they need to work on next.
- Teachers have high expectations of learning and behaviour and pupils are well managed, helping them to get the most out of lessons.
- Information and communication technology is not yet systematically used to support pupils' learning in all subjects.

Commentary

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (21%)	18(55%)	8 (24 %)	0	0	0

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

16. Teaching has improved significantly since the previous inspection and is now good and never less than satisfactory. This has a positive impact on the pupils' good achievement as they progress through the school. Both parents and pupils feel that teaching is good and most lessons are interesting. One of the reasons for this is that teachers' subject knowledge has improved, particularly in English, mathematics, science and information and communication technology. This helps teachers use innovative strategies to motivate pupils. Good examples of this are to be found in the reception class, and Years 2, 3 and 6. For example, in the Year 3 class a literacy lesson began with a drama session which made pupils keen and eager to share the words they could think of, and get down to their writing. Because of the headteacher's very good leadership and effective support from senior staff, teachers are highly motivated to try out new ideas.
17. The school benefits from the skills of a very committed team of teaching assistants who are used very effectively to support pupils with special educational needs and other groups of pupils

in each class. Their work is well planned and organised to enable them to use their skills to good effect. This means that pupils with wide ranging and extreme special educational needs are very well supported and their achievement is good, and very good in Years 3 to 6.

18. Planning is effective. In the best lessons, different activities are planned to meet the needs of the wide range of abilities in each class. This is very successful in ensuring that all groups of pupils learn effectively and have equal access to the curriculum provided. In some science lessons the same work is planned for all pupils, particularly in Year 5, and this limits the extent of the achievement of some. Basic skills of speaking and listening, reading and writing are taught well in other subjects. Teachers ask skilful questions to help pupils sort out their ideas and talk about what they have learned. Numeracy skills are taught appropriately in other subjects but this is often informal and not a conscious extension to the mathematics curriculum. The skills and competencies required for information and communication technology are taught well. There are good examples where data collection is used to help pupils learn how to make graphs, but information and communication technology is not used sufficiently to support pupils' learning in other subjects.
19. One of the strengths of teaching is the effective management of pupils in lessons. Teachers' high expectations of behaviour and learning are explicit. Teachers expect to be listened to and that pupils will work hard. As a result all pupils, including those with challenging behaviour, try very hard. This means that pupils can get on with their work without interruptions. Pupils are motivated by the challenging tasks planned for them. Skilful interventions by a teacher or teaching assistant make them think carefully and this extends their learning. Open questions such as 'What could you do to improve?' in physical education or 'What other ways could you use to solve that problem?' are frequently heard in the best lessons. Teachers consciously help pupils to be confident and have a go at activities, building their self-esteem. An important feature of this is how pupils have many different opportunities during a school day to work co-operatively in small groups and work independently.
20. The quality of assessment is satisfactory but marking is inconsistent. Core subjects are carefully assessed by teachers through formal tests and informal assessments. Careful records are kept and these include the pupils' performance in statutory and non-statutory tests. Pupils' achievements are analysed to determine possible differences in gender but assessments are not discussed with the pupils. In the best lessons, teachers make effective day-to-day assessments to inform the next stages of learning for all the pupils. This is not a common feature in all classrooms.

The curriculum

The curriculum is good, catering well for the interest of the pupils, and is enriched by a wide range of good quality extra-curricular activities. Accommodation is satisfactory and a good range of resources are used to support the pupils' learning in all subjects.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good.
- Preparation for the next stage of education is very good, especially between the reception class and Year 1, and between Year 6 and the receiving secondary school.
- The school is very good at ensuring equality of access and opportunity for all pupils.
- The breadth of curricular opportunities is good, especially in the reception class.
- Resources are good overall, and very good in the reception class.

Commentary

21. The curriculum is broad and balanced to meet all statutory requirements. It caters well for the needs of the pupils. This has a significant impact on standards and achievement. All subjects are taught and schemes of work for each subject ensure that planning is effective. This has significantly improved since the last inspection, largely because of the effectiveness of leadership in rigorously monitoring and evaluating provision. This is especially true of the Foundation Stage, where pupils are provided with a very broad range of exciting opportunities in each of the areas of learning. The school has successfully adapted the national strategies for English and mathematics. New programmes of work in mathematics are beginning to have an impact on standards. A strong and appropriate emphasis is being placed on improving the creative aspects of the curriculum to enhance the pupils' learning.
22. All pupils have very good equality of access to the curriculum. The school aims to be a fully inclusive community school, welcoming pupils with a very wide range of special needs. Teaching arrangements are suitably flexible to take account of different needs. All staff are committed to ensuring that all pupils perform as well as they are able. The special needs co-ordinator, teachers and teaching assistants work together as a highly effective team. There are efficient procedures for assessing and tracking pupils' achievements in the targets set for them and the requirements of the statements of need. This information is then used skilfully in planning individual education plans that are regularly reviewed with pupils, parents and the teaching assistants. Teaching assistants are fully involved in the pupils' academic and personal development and provide very effective and skilful support.
23. Liaison between teachers in each year group is very good. Areas of the school are very well managed and this means that pupils are very well prepared for the next stages of their education. Well-developed links with pre-school groups mean that children settle happily into the reception class when they enter school. The exciting curriculum in all areas of learning and good teaching prepare them well for work in Year 1. Transition within the school from Year 2 to Year 3 is good, and the curriculum is sensitively planned to ensure that pupils' learning is developed progressively as they move from year to year. Preparation for the transition from the primary school to secondary education at the end of Year 6 is also very good. Pupils visit the community college to meet staff and use specialist teaching areas. Key members of staff at the secondary school visit the pupils in their primary school. For example, the head of the French department teaches pupils in Year 6 each week.
24. Resources are good and have been improved in the last two years. The children in the reception class have a wide range of interesting resources that promote their learning. The quality and range of toys and equipment for work in the classroom and out of doors are very good. This marks an improvement since the previous inspection. The accommodation is satisfactory. Although there are large classrooms and other teaching areas, they are in need of improvement. Building work is currently being undertaken to improve heating and classrooms will then be renovated. The pupils feel that their classrooms could be more comfortable. At present some parts of the school are inaccessible to wheelchairs, although arrangements are in place to ensure that no one is restricted from entering the school. There are appropriate plans in place to provide improved access for adults and pupils with special physical needs.

Care, guidance and support

The provision for pupils' care, guidance and support is very good. Staff are caring and supportive and the provision for health and safety is very effective. Procedures for promoting and monitoring personal and academic success are good.

Main strengths and weaknesses

- The pupils are very well cared for.
- Health and safety procedures are very thorough and well documented.
- Pupils' personal and academic achievements are carefully monitored, targets are set and pupils' successes celebrated and encouraged.
- Induction procedures are very good.
- Pupils form very good relationships with adults and each other.
- Pupils are consulted on many aspects of school life.

Commentary

25. Pupils are very well supported by the very good relationships that exist. This means that behaviour and personal development are carefully monitored and targets set when they are required. The school has high expectations of pupils' behaviour and pupils are managed effectively. The pupils feel that teachers are fair and that when 'tricky' behaviour occurs, punishment is appropriate. Induction procedures for new pupils are very good and this helps them settle quickly into the routines of the school. The health and safety policy is effective and regular risk assessments of the site and school buildings ensure that any problems are quickly dealt with. Arrangements for child protection are very good. Staff know the pupils well and care for their welfare very effectively. First aid procedures are appropriate and pupils are well supervised at lunch and break times.
26. Nearly all pupils who responded to the questionnaire are happy to go to any adult if they feel worried and would talk to their teachers or the headteacher if they had concerns. The school council, with representatives from each year group, enables pupils to have a say in important decisions about their school. In addition, pupils are successfully encouraged to discuss their ideas and views with the headteacher or their teachers. For example, they have been largely instrumental in improving the lunchtime provision with playground equipment and the employment of 'friends' for children who are lonely.
27. Leadership and management have a positive impact on the quality of provision through effective evaluation and clear policies. The school carefully tracks pupils' academic achievements using information from performance data, assessment and evaluation of individual education plans where appropriate. Individual targets are set and pupils know what they have to do to improve. The targets are discussed with parents, who value the contribution they can make. This is a particularly strong feature of the very good provision for pupils with special educational needs. Consequently, pupils are encouraged to achieve the best they can. Pupils' academic and personal successes in and out of school are celebrated and encouraged with awards and certificates in assembly.

Partnership with parents, other schools and the community

The school's links with parents are effective and almost all parents think highly of the school. Links with the community are good and educational links with other schools are very good. The extended school services are good.

Main strengths and weaknesses

- Very good opportunities are provided for parents to discuss their children's development.
- The annual written reports do not always show parents clearly how well their children are progressing.
- Very good morning procedures in the Foundation Stage help parents to feel confident about leaving their children at school.
- Good procedures are in place to deal with parents' concerns.

Commentary

28. The majority of parents think highly of the school and feel that it has improved since the previous inspection. Many parents who responded to the questionnaire felt that they were well informed about what the school is doing and how their children are getting on. A good range of letters and information about the curriculum and the work of the school keep parents informed. The monthly open afternoons provide very good opportunities for parents to see their children at work. Annual reports of pupils' progress are inconsistent in quality and do not always give helpful information about what children know, understand and can do and what they need to do to improve. Parents of children in the reception class are welcomed each morning and invited to complete diaries and read with their children.
29. The school capitalises on making very effective educational links with schools and colleges. Links with the community are good and people from the village are welcomed into the school to talk to children. In addition, the school's involvement in the local authority pilot scheme for the extended school meant that the buildings were used very effectively for education purposes. For example, adults and pupils learned together on outdoor pursuit events and information and communication technology training. The breakfast club and the after school 'kids club' still provide support for pupils whose parents work and are successfully run and well attended. Links with local primary schools are good. Teachers as well as pupils benefit from joint training and sporting events. Education links with the local community college are very good and pupils and teachers benefit from joint on-going involvement in international and national projects that extend the pupils' world beyond the local environment. This makes a considerable contribution to pupils' achievement and their spiritual, moral, social and cultural development.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good and the leadership of key staff is good. Management is very effective and governance is very good.

Main strengths and weaknesses

- Leadership is very good and has provided the unremitting drive needed to improve the quality of teaching and learning and raise standards.
- Governance is very good and governors are very well organised to provide support and challenge to the headteacher and staff.
- Management is very good, and very effective systems have been devised for monitoring and school self-evaluation.
- Planning for school improvement is very well focused on the school's ambitions and goals.

Commentary

30. Some of the aspects identified for improvement by the previous inspection were left undone and changes of staff and some members of the governing body meant that achievement and improvement slowed. The new governing body, with the new headteacher and senior staff had to work hard to re-vitalise the school's commitment to raising standards.
31. The headteacher's role in creating a positive climate for change and securing the commitment of all to school improvement has been a critical factor in the considerable improvement since her appointment. She provides very strong leadership for the school and has a crystal-clear vision of its educational direction. The school went through a difficult period prior to the appointment of the new headteacher. Since taking up the post, she has been instrumental in transforming the ethos of the school into one in which pupils are well behaved and enthusiastic about their work and teachers find pleasure and satisfaction in their own hard work. The headteacher is fully committed to the school and inspires loyalty from staff and pupils. Under her very good leadership, the school has made rapid progress in the key areas of teaching, learning and standards.

32. Management is very effective. The headteacher has developed the teaching and non-teaching staff into a very effective team and provides them with very good support. As a result, all members of staff share her high aspirations and the relentless drive for consistent and improved standards throughout the school. Governance is very good. The governors work in close partnership with the headteacher and senior management team. They are fully involved in decision making. They know the strengths and weaknesses of the school very well through careful review, monitoring and evaluation and discussion with the co-ordinators.
33. The school development plan is a very useful tool for improvement. It provides a clear, measurable and successful agenda for improving teaching, learning and standards of achievement. It is used very well to determine the best use of funds available to the school. A self-critical approach is fundamental to the culture of the school and is evident from strategic decisions taken by the headteacher and the senior management team. The monitoring and evaluation of the work of the school and the action taken, as a result, are very good. The headteacher has put in place very good systems for the very effective monitoring of teaching and learning. Data is used very well to identify areas for development and strategies are put in place to improve areas of weakness.
34. Performance management procedures are fully in place and used very well to support school improvement. Consequently, there has been an impressive improvement in the quality of teaching. There is an appropriate and very effective focus on the provision of teaching assistants and on improving the quality of the accommodation and the library. There are very good procedures for introducing new members of staff to the school and helping them to establish themselves in the school community. Financial management is effective and helps the school to achieve its priorities. The governors' finance committee is well organized and uses relevant information effectively to support the school development plan. The systems for financial administration are suitably unobtrusive. There has been significant improvement in leadership and management since the last inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	501,445
Total expenditure	446,791
Expenditure per pupil	2303

Balances (£)	
Balance from previous year	61016
Balance carried forward to the next	115,670

35. The large balance from the previous year includes funds from the Extended School Project and unspent funds from the previous management. The current contingency is well above average because expenditure for the Extended Schools Project is still to be paid. The large contingency from the normal budget is in hand to enhance the funds available for resources and furniture for the renovated classrooms. This will be considerably reduced over the next financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is one of the strengths of the school. At the time of the inspection the children had been in school two weeks, nearly all on a part-time basis. They enter the reception class with attainment that is average overall but there are wide variations in ability. The children have made a good start to school. They achieve well in all areas of learning because the teaching is good. They learn effectively through a broad, stimulating and challenging curriculum. The provision is well managed and organised. The governors, headteacher and reception teacher have a clear vision for further developments. Children's progress is carefully monitored as they settle into the well-organised routines of the class. All adults relate well to the children and manage them well to ensure that their different needs are well met. Good improvement has been made since the previous inspection. Best use is made of the good accommodation and very good resources and equipment. Appropriate plans are in place to extend the outside play areas, which should further enhance the provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are on course to reach above average standards by the end of the year because they are given a wide range of challenging opportunities to make choices and work alone or co-operatively with others.
- Well-organised routines help the children be confident and happy and, as a result, they behave very well and thoroughly enjoy their learning.

Commentary

36. The teacher and the teaching assistant have high expectations of the children's behaviour. They have created a very well organised environment that helps children quickly learn how to behave while they work and play. Teaching is consistently good and children achieve well. They play happily together and share the wide range of resources available to them. A good example of children taking turns was the dancing on the carpet area when children waited patiently for others to finish before they started dancing to the music of an Irish jig. Numerous examples were seen during the inspection of children working unsupervised and concentrating for extended periods of time. Adults praise and encourage the children to make choices, organise their time and sit and listen quietly to their teacher and other children. Children are polite and remember to say 'please' and 'thank you' when asking for or receiving anything that is handed to them.
37. Personal and social development is well promoted in all areas of learning, and planning is thorough. Routines are well organised and the teacher gently reminds pupils of what is expected of children as they become involved in the exciting activities provided. For example, in the water play area they were encouraged to take turns with the fishing rod and in the role play area they thoroughly enjoyed acting out family life using very good quality dressing up clothes. Diary time at the beginning of the day provides a very good opportunity for children to talk through their plans for the day with their parents. The teacher and the teaching assistant constantly encourage children to feel confident about what they can achieve within the different periods of learning. However, at times at the end of sessions the teacher shouts un-necessarily to get children's attention ready for clearing up. This made them a little noisy as they go about their tasks. Children with low attainment or special educational needs are fully included in all the

activities because of very good support. As a result, they are already beginning to concentrate effectively and relate very well to children and adults.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Activities are carefully planned to reinforce and extend the speaking and listening skills of the pupils.
- Teaching is good, and the teacher and teaching assistant take every opportunity to ask skilful questions, helping children to develop their language skills.

Commentary

38. Teaching and learning are good. Children achieve well and are on course to reach the early learning goals by the end of the year. A small number of pupils, who are articulate are able to explain clearly what they are learning, and are already reaching or exceeding the goals. However, others use single words and gesticulations to make themselves understood. The teacher and teaching assistant work hard to provide opportunities for all the children, whatever their attainment, to achieve well by building on what they know. They extend children's communication skills through timely interventions, encouraging them to talk about what they are doing. Children practise their speaking skills in the role play areas, such as the toy shop and a home area. However, they are at an early stage of listening and are talking alongside rather than talking with their classmates.
39. The teacher understands the needs of young children, and this helps her ask skilful questions to help them order their thoughts and practise their speaking skills. Children discuss which toys, equipment, books and resources they would like to use in each area. Listening skills are enhanced by listening to tapes of favourite stories while following the pictures. Songs and rhymes reinforce the language they are learning. Children are learning to recognise their names and to take books home to share with their parents. The teacher is helping them to learn initial sounds and names of letters and read story books using tape recordings. The work of the previous reception class shows that writing is introduced effectively. Consequently, children are well prepared for literacy lessons in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A very good range of activities helps the children count, sort objects and enjoy learning in mathematics.
- The teaching assistant and other adult helpers are used very effectively to support children's mathematical development.

Commentary

40. Children are on course meet the early learning goals at the end of the year because a very good range of activities helps them recognise numbers and use mathematical language. Adult helpers are used effectively to help children use appropriate language when they are weighing, for example. A good example of this was one parent working with a small group at the weighing table using a bucket balance. Several children participated in filling buckets with toys and trying to see which was 'heavier' or 'lighter'. Their achievement was good and they became

successful at matching the words to the balances. They giggled with delight then moved on to their next task. The parent captivated the interest of one boy by clever questioning, and he concentrated for a long time. Teaching is good. By building systematically on children's understanding of numbers through songs and games, the teacher helps children achieve well. Children learned to recognise numbers 1 to 10 in a singing game by matching numbers to the numbers on children's hats. They enjoyed sorting the table of one of each object. They confidently create matching patterns using beads and play in the toy shop buying toys with coins, several recognising 10 and 20 pence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. It is not possible to make an overall judgement about the provision in the wide area of knowledge and understanding of the world, but the work seen was good. The children use computers confidently, and have quickly learned how to use the mouse and open a program. Achievement in one session was good and children were delighted when they could open the 'Dressing Teddy' program. This task supported the focus on the weather and matching clothes to different weather conditions. Planning is clear and effective showing that a broad range of activities promotes children's curiosity about the world around them. These include looking at birthdays and significant events, recognising the children's culture and beliefs through displays from other ethnic cultures and discussion groups. Children are currently examining artefacts from other religions. Computers, tape recorders and moving toys enhance the pupils' experience.

PHYSICAL DEVELOPMENT

42. It was not possible to make an overall judgement of provision or standards, but the work seen was good. Children were climbing on large and small apparatus, using large toys in the playground and they enjoyed moving through tunnels. Pupils improve their manipulative skills using dough and paint as well as scissors and pencils and crayons of different sizes.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Pupils achieve very well because of a very good range of activities.
- Teaching is very good and children work hard learning new skills.

Commentary

43. Children are on course to exceed the early learning goals in this area of learning because a very good range of activities motivates and interests them. Teaching is very good and encourages children to use their imagination by expressing and communicating their ideas in a range of creative ways. Many examples of pupils captivated by the creative activities were seen during the inspection. Achievement was very good as pupils quickly learned what they were capable of, and in some cases spontaneously refined and improved what they were producing. In one session the teacher had an Irish jig playing. Children jumped and twirled, stepping confidently in time with the music and immersed in the joy of what their bodies could do. The teacher skilfully encouraged less confident children to join in with the dance. Boys and girls quickly enthusiastically joined in, dancing along side their classmates.
44. The adults helped children express themselves through paint and playing an interesting range of musical instruments. Their learning was very good because the teacher and teaching assistant gave them just the right amount of time to enjoy and experiment with different materials and instruments and then made timely interventions to extend the children's learning. In the role play area children thoroughly enjoyed the dressing up clothes. The fur stole, party

dress and waistcoat helped them play in the role of different family members. Likewise the toy shop keeper took his role very seriously, bargaining with the customers who wanted to purchase the different toys available. A few times the teacher was too anxious to help the children experience a range of activities and terminated children's creative play too quickly.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGES

Modern Foreign Languages

Pupils in Year 6 are taught French by a specialist teacher from the community college. It was not possible to observe teaching during the inspection. Lessons in the current Year 6 have just begun. This provision provides an effective link with the next stages of education and prepares the pupils for learning a modern foreign language. It makes a positive contribution to the pupils' cultural development.

English

Provision in English is **good**.

Main strengths and weaknesses

- The arrangements for pupils with special educational needs are very good and higher attaining pupils are also challenged well.
- Teaching and learning throughout the school are good and promote above average standards by the end of Year 6, and good achievement.
- Leadership and management of the subject are good.
- Assessment of pupils' performance is used well to assist teachers in planning work but the quality of day-to-day marking is inconsistent.

Commentary

45. Pupils with special educational needs achieve very well in English because careful account is taken of their needs. High quality support is provided through close teamwork between the special needs co-ordinator, the teachers and the teaching assistants. Management is very good and teaching assistants are closely involved in planning work. As a result they are able to give very effective, knowledgeable and targeted support. As a matter of course, teachers provide pupils with appropriate tasks. In a lesson where the techniques of autobiographical writing were being explored, for example, worksheets of varying and appropriate difficulty were provided for all pupils, including those with special needs, and the teacher then spent valuable time with them as a small group ensuring that they clearly understood and could tackle what was expected of them. Higher attaining pupils are also consistently provided with work, which matches their abilities and stretches them, and this is an improvement since the last inspection.
46. Standards are above average by the end of Year 6 and pupils achieve well, work hard and do as well as they can. One of the reasons for this is that teaching and learning throughout the school are good. This is an improvement since the last inspection and is the result of effective management and leadership from the co-ordinator, who works closely with the headteacher in promoting clearer knowledge and understanding about how to teach literacy. Good quality training has had a significant impact on teachers' confidence and the literacy strategy is being successfully implemented and extended.
47. Pupils enter Year 1 from reception with broadly average communication and literacy skills but wide variations in attainment remain. Standards by the end of Year 2 remain average, and this

generally reflects the national tests in 2002. Because of effective teaching for all groups of pupils and the very good provision for pupils with special educational needs, pupils' achievement is good. They systematically build upon their knowledge and skills. As a result, standards by the end of Year 6 are above average in speaking and listening, reading and writing. Pupils perform better in lessons than in tests at the end of Year 6. Results were in line with the national average but they were above the average of similar schools. Their achievement from the results of their Year 2 tests was very good. Results in 2003 for Year 6 were again in line with national expectations, but analysis by the headteacher and co-ordinator revealed that they would have been better if more pupils had reached the higher than average Level 5 in writing. There was a significant difference between the teachers' assessment of pupils' writing and the way the test were marked and several pupils were awarded lower levels. Pupils' writing is being carefully monitored by the co-ordinator and headteacher. Close examination of writing during the inspection shows that, overall, it is better than average. The written work of last year's Year 6 showed that a significant proportion was reaching higher than average levels and only a very small number of pupils with special educational needs were working below the average Level 4. Teachers' assessments are accurate and they track pupils' achievement well. Information is used to set appropriately challenging targets.

48. Teachers use a wide range of successful strategies to motivate their pupils. A good example of this was the use of drama in Year 3 to help the pupils think about the language they could use in stories about a farm. However, information and communication technology is not used systematically to support pupils' learning in English. Pupils are generally keen to work hard and pay careful attention to their teachers. They co-operate well with each other. Day-to-day assessment of pupils' performance is used well to assist teachers in planning work, enabling suitably challenging and effective tasks and targets to be set. Marking is inconsistent in quality and does not always offer guidance and suggestions to help pupils improve their writing and grammar.

Language and literacy across the curriculum

49. Pupils are provided with a good range of activities in other subjects that help them practise their language and literacy skills. They express their views and listen sensibly to the views of others in science and history. A good example of writing was when pupils recorded results in their investigations about the food chain. Individual targets are clearly identified. Their target cards remind them to concentrate on improving their English skills in other areas of the curriculum. Teachers remind them to use and develop their literacy skills in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good, work is challenging and as a result, standards are beginning to rise and achievement is improving.
- Procedures for tracking pupils' achievement are now in place and provide important information to enable targets to be set to improve pupils' standards and teaching and learning.
- Standards and achievement in mathematics are not as high as in English and science.
- Pupils with special educational needs and higher attaining pupils achieve well because work is planned specifically to meet their needs and they are fully involved in each lesson.
- Numeracy skills are not developed as well as they could be in other subjects.

Commentary

50. Standards in mathematics are beginning to rise as a result of new programmes of work and improved teaching in each year group. Despite the wide range of levels of attainment and the high proportion of pupils with special educational needs, standards are on course to be close to

average by the end of Year 2 and 6. Achievement is satisfactory overall. Pupils with special educational needs and higher attaining pupils achieve well because work is effectively planned to meet their needs. However, pupils do not yet achieve as well in mathematics as in English and science because the new programmes of work and the good teaching have not had sufficient time to raise standards or improve achievement significantly. Despite this, satisfactory improvements have been made since the previous inspection within a broader mathematics curriculum.

51. Results of national tests in 2002 were better in Year 2 than in Year 6, where they were below the national average and did not compare well with results in similar schools. Results in 2003 show a perceptible rise in Years 2 and 6, particularly in the proportion of pupils reaching the higher than average Level 3 and 5. The decline in standards since the previous inspection was carefully analysed by the new headteacher and co-ordinator. The subject is well led and managed. Results and pupils' work have been analysed and their achievement is now carefully tracked. This helps the school make predictions about the pupils' performance in tests and their possible achievement. Targets are set, and as part of the school improvement process, teachers agree their own targets for each class. This enables them to plan challenging work that matches the needs of pupils, helping them to achieve more. Examination of the work of the previous Year 6 showed that standards were in line with those expected for the age group. Achievement was good over the school year because the pupils of different levels of attainment responded well to the challenging work.
52. By the end of Year 2, pupils are able to calculate adding on ten using a number square and, although they struggled, a significant proportion grasped the strategy of adding ten and another one when adding on eleven. Teachers model the use of mathematical language and pupils in Year 2 are beginning to use appropriate language when explaining their work. They know what they find 'tricky' and what is easy. At this early stage the teacher has developed their confidence to 'have a go' and several pupils felt that they had improved at mathematics since they were in Year 1 in the summer. Improved teaching is having an impact on achievement in Years 3 to 6. Pupils are already learning complex strategies to calculate multiplication of percentages and decimals. However, they are currently not thinking carefully around problems and tend to respond quickly without working out which strategy would fit the problem they are solving.
53. Teaching is good and teachers use their good understanding of the National Numeracy Strategy effectively to challenge pupils and promote learning and progress. Pupils respond well and almost all thoroughly enjoy mathematics lessons. They are motivated by interesting tasks such as working out the percentages of ingredients in Harry Potter's magic potions in Year 6. In Year 2 imaginative games help pupils calculate mentally with speed, and higher attaining pupils skilfully adapt the strategies they have learned to calculate complex doubling quickly. Pupils work hard, tenaciously trying to grapple with new and challenging ideas. At times the work is too hard for some and they struggle too much. However, teachers are perceptive, and there were many examples during the inspection where pupils' progress was quickly assessed and work adapted to enable pupils to be successful. Evaluations of lessons are carefully made and this affects future work, enabling pupils to consolidate what they have learned before they move on to harder tasks.

Mathematics across the curriculum

54. The numeracy strategy has been implemented well in lessons. However, opportunities are sometimes missed that enable pupils to practise and improve their mathematical skills and knowledge in other subjects. Good links with information and communication technology were observed and pupils were entering data and analysing results but the focus was information and communication technology skills and the link was underemphasised. Pupils' previous work shows that they measure parts of models in design and technology and in science but planning does not systematically show how links with mathematics could be made as part of the process of helping pupils apply what they have been learning in mathematics in other subjects such as physical education, geography and science.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are above average.
- The quality of teaching and learning is good.
- Pupils' attitudes to the subject are very good and consequently they make good progress in lessons.
- There is very good emphasis on investigation and enquiry skills.
- Literacy skills are well developed in science.
- Assessment procedures and practices are not well developed in the subject.
- Work is not consistently matched to the learning needs of the pupils.

Commentary

55. Pupils achieve well in science throughout the school and this is because of their very good attitudes to learning and the good quality teaching that they receive. This marks an improvement since the previous inspection. Pupils with special educational needs, in particular, make good progress in their science lessons. Although standards by the end of Year 6 were well above average at the time of the last inspection, pupils' progress in lessons and their overall achievement suggests that pupils in the current Year 6 are well on course to attain comparable standards by the end of this school year.
56. Most pupils are able to suggest clear explanations by linking cause and effect. They are also able to use correct scientific terminology when studying the properties of gases. Higher attaining pupils often use more abstract ideas and are able to apply scientific concepts in a variety of situations, as in their work on the food chain and habitats. Pupils enjoy their lessons and this is because of the consistent emphasis that teachers place on investigative science.
57. Teaching and learning in science are good throughout the school, and there are examples of very good teaching. In the best lessons, firm classroom management ensures that pupils remain on task throughout the lesson. The teaching is brisk and lively, with quick-fire questions, and a good range of strategies is used to develop a clear understanding of difficult concepts. Teachers know their pupils very well and engage them in stimulating discussions. In one very good lesson, the teacher used role-play and drama to buttress the learning experiences of the pupils. Sometimes in Years 4 and 5, teachers do not interpret their own subject knowledge well enough and they do not present ideas ways that pupils can readily understand. Numeracy skills are not promoted well enough in science. Assessment procedures are not well developed in science, and the standard of marking is often variable. Information and communication technology is often used well to support pupils' learning.
58. The content of the science curriculum is covered well, and scientific enquiry underpins learning in the subject. Teachers help to reinforce subject vocabulary effectively and, as a result, pupils' literacy skills are well developed in all classes. The quality of leadership and management is satisfactory. The subject co-ordinator has an appropriate vision for the development of science and possesses a lucid understanding of the areas for development, focusing on the development of teaching materials to match the learning needs of individual pupils and the further development of manageable and purposeful assessment procedures. He is working hard to reinvigorate and improve the day-to-day organization of the subject. Procedures for monitoring and evaluating are developing appropriately.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality and range of resources are good, especially in the central computer room.
- Provision for pupils with special educational needs is good.
- Leadership and management of the subject are good, with clear vision for future improvements.
- Information and communication technology is not yet systematically used to support pupils' learning in other subjects.

Commentary

59. A good range of computers are to be found in all classrooms and a computer suite is used for teaching computer skills. This is an improvement since the last inspection. By the end of Year 2, standards are as expected and achievement is satisfactory. Achievement is satisfactory in Years 3 to 6, and pupils benefit from weekly timetabled lessons in the computer suite. As a result, the standards in Year 6 are average. Teaching and learning are satisfactory. Teachers have sound knowledge and understanding of the subject and give clear and effective demonstrations and instructions, while pupils are responsive and enthusiastic. Pupils' work is usually suitably matched to their ability and their achievement is satisfactory.
60. Pupils with special educational needs do well. This is largely because of the close attention they receive from class teachers and teacher assistants, based upon a clear understanding of their needs, and classroom organisation, which makes it possible to keep careful track of their progress.
61. The curriculum co-ordinator has worked hard to bring information and communication technology in the school to its current status. She has made good use of the time that is set aside for monitoring and review of schemes of work. She also works closely with the ICT technician that the school shares with the community college. Most importantly, however, she has a clear view of improvements that need to be made and has initiated plans to address them.

Information and communication technology across the curriculum

62. Although pupils acquire a sound grasp of skills they do not always have enough opportunity to apply their skills in other subjects. While there are good examples in a few subjects such as science and history, information and communication technology is not a planned feature of lessons. Some useful reference to the Internet was observed when pupils were gathering information about the lives of children in Victorian times and this could be extended.

HUMANITIES

History and religious education were inspected individually and are reported separately below. No lessons were seen in geography. A small amount of work was examined and the standard of this was average.

Geography

It is not possible to make a secure judgement about geography because it was not being taught at the time of the inspection. Pupils' work and discussions with them indicate that the provision is satisfactory and an appropriately broad curriculum is being taught at both Years 1 and 2, and 3 to 6. Information and communication technology is not used systematically to support the pupils' learning.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are satisfactory overall, with some good examples, although there is scope for further use of information and communication technology.

Commentary

63. Although only a few lessons were observed, discussions with pupils, inspection of their work and teachers' planning show that the achievement of the majority of pupils is satisfactory and that they attain the expected standards by the end of Year 2 and Year 6. Standards have been maintained since the previous inspection.
64. Teaching and learning are satisfactory overall, although some good teaching was also observed. For instance, in one lesson pupils in Year 4 were studying the impact of the Second World War on the lives of ordinary people. They were transfixed as they listened to a recording of the sounds of an air-raid. The excited discussion that followed showed that they were gaining valuable insights into how it might have felt to live in those times. Most pupils work hard and are productively involved in the lessons. They show interest and co-operate well with each other and with their teachers. They are keen to track down information and the older pupils demonstrate satisfactory research skills in their work, for example, in finding out about life in Victorian times from the Internet. The leadership and management in the subjects are satisfactory, and there are appropriate priorities for further development.

Religious Education

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are satisfactory overall, but with some good examples.
- The subject is well managed and led.

Commentary

65. On the basis of the few lessons seen, together with discussions with teachers and pupils and the analysis of pupils' work, standards are as expected by the locally agreed syllabus, and pupils' achievement is satisfactory throughout the school. Standards have been maintained since the previous inspection.
66. Teaching and learning are satisfactory overall. Teaching was at its best when pupils were challenged to think hard about what they were learning. For example, in Year 6 in a lesson about Sikhism, pupils thought hard about what made people admirable. Teaching was energetic and challenged the pupils, capturing their interest. This meant that they were prepared to share experiences and offer opinions. Achievement was good because pupils applied their ideas to the life of Guru Nanate. Teachers help pupils to confidently ask as well as answer questions. Religious education effectively supports the pupils' spiritual and cultural development. Pupils show respect for other people's feelings and views. They listen carefully to others in the class and usually concentrate on their work and the opportunities that are provided for them to think about and discuss the issues that are raised.

67. The subject is managed well by a knowledgeable co-ordinator. She has a clear vision for development based upon monitoring and evaluation in close consultation with teachers, and has drawn up an appropriate plan for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were inspected individually and are reported separately below. No lessons were seen in design and technology and too few were observed in music to make a secure judgment about standards and teaching. A small amount of pupils' work in design and technology was examined and the standard of this was average. In music, pupils sing enthusiastically and standards are average overall. The key issue identified by the previous inspection has been addressed; pupils are now given access to instrumental tuition.

Art and design

The provision for art is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and achievement is good.
- Teaching is good and promotes pupils' knowledge and understanding.
- Pupils' attitudes to learning are very good.
- Assessment is not well developed.

Commentary

68. Standards are above average by the end of Year 2 and Year 6. Pupils are achieving well throughout the school as a result of the good, stimulating teaching they receive. The subject has improved considerably since the last inspection. Lessons are well planned and pupils enjoy their art work. The displays of pupils' work throughout the school are of a good, and often of a very good, standard. Leadership and management are good. The subject co-ordinator has a clear vision for the development of the subject and shares good practice with other teachers. The subject makes a good contribution to pupils' personal development.

Physical Education

The provision for physical education is **very good**.

Main strengths and weaknesses

- Pupils reach high standards in gymnastics and their achievement is very good because they stretch their physical capabilities.
- Teaching is very good in Year 3 and 6 and pupils work very hard at demanding tasks.

Commentary

69. While only two lessons were observed and an informal observation of a games lesson took place, the quality of pupils' movement and the very good control of their bodies indicate that standards are high by the end of Year 6. There have been significant improvements since the previous inspection.
70. Pupils have a broad range of gymnastic movements to draw upon while they are creating sequences of movement. The very good teaching helps pupils of all physical ability to modify and improve their movements, extending their capabilities while working sensitively and sensibly with others in small groups. Those pupils who have just moved from Year 2 to Year 3 use appropriate skills and actions and show good co-ordination and control when applying

them. They can leap and spring, use the space in the hall well and balance on different parts of their body effectively. By Year 6, pupils' movements have become more refined and controlled. Very good teaching helps them to develop their sequences of movement, combining and applying skills and ideas and working very effectively with others to refine, modify and improve their lively sequences. Through the teacher's encouragement, praise and high expectations, almost all make very good progress, demonstrating precision and control, and are fluent in their movement by the end of the lesson. The same very good work was seen in a games lesson when pupils in Years 4 and 5 worked hard as a team, displaying good tactical skills.

71. Teaching was consistently very good. An important feature of the success of the teaching was the opportunities pupils had to evaluate their work and the work of other groups in the class. Evaluations were sensitive and teachers modelled effective evaluations using technical language and making helpful suggestions. Work was demanding and pupils responded to evaluations by working very hard to improve the sequences they were creating. The quality of their work got better and better as the lessons progressed and they thoroughly enjoyed their successes. A good sign of the success of the lesson was that at the end the pupils did not want to stop work and wanted to re-evaluate the final sequences. The leadership and management are good and ensure that the physical education curriculum is broad and demanding and covers all the elements required. In addition, pupils have opportunities to extend their skills through orienteering and by working with a specialist from the local authority or the secondary school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It was not possible to observe lessons during the inspection. An effective curriculum is in place that supports the very strong ethos enabling pupils to develop confidence, self esteem and learn the skills of living within the wider community. The programme of work successfully builds on the personal, social and emotional curriculum provided in the reception year. In Years 1 to 6, the pupils' personal social and health education and citizenship are successfully developed in individual lessons, assemblies, discussion groups and as part of other subjects such as history, geography, religious education and science.

The provision is well led and managed effectively, and visitors are used to good effect to enhance children's learning.

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	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	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	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	2

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