

# INSPECTION REPORT

## **EAST HALTON PRIMARY SCHOOL**

Immingham

LEA area: North Lincolnshire

Unique reference number: 117736

Headteacher: Miss Jill Robinson

Lead inspector: Joyce Taylor

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> April 2004

Inspection number: 256018

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	42
School address:	College Road East Halton Immingham North Lincolnshire
Postcode:	DN40 3PJ
Telephone number:	01469 540273
Fax number:	01469 540273
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Blanshard
Date of previous inspection:	December 1988

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of East Halton about five miles from the busy port of Immingham. It takes its pupils from the rural areas around the village and towards the port. The children's social circumstances are very mixed but overall, many are from below average social circumstances. There are 42 pupils on roll, which is much smaller than average and it is likely the roll will continue to fall. All classes have mixed age groups other than the pre-school class, which three children attend in the mornings. No children are recorded as particularly gifted or talented. Two children are eligible for free school meals. This represents a lower than average proportion. Almost all parents are in work. There has been a high turnover of pupils during the past few years with almost half of last year's Year 6 joining the school after the first year. Fourteen per cent are identified as having special educational needs for learning difficulties and one child has a statement. Most of the children enter reception with well below average standards. All children are of white British heritage. A tiny minority come from the traveller community. There are more boys than girls. The headteacher has been in post for almost two years and more than half the teaching staff have been appointed since that time.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4275	Joyce Taylor	Lead inspector	Mathematics Science Information and communication technology Art and design Physical education The Foundation Stage English as an additional language
19807	Keith Osborne	Lay inspector	
27337	Sylvia Oultram	Team inspector	English Design and technology Geography History Music Religious education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an improving school that provides a satisfactory standard of education for its pupils.**

The leadership of the headteacher is very good. The teaching and the children's achievement are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Leadership by the headteacher is very good and management is good. The leadership and management of subject co-ordinators are developing well;
- Teaching of the children aged 4 to 7 is good and sometimes very good;
- Standards are above average in English in the infant class and in design and technology and art and design across the school;
- Assessment of children's progress is much improved, but needs to take more account of how well they achieve;
- Provision for children with learning difficulties is good, but more needs to be done for the few children with behaviour difficulties;
- The school has developed very strong and effective links with the community.

Since the previous inspection, there have been good improvements. Areas that were identified for improvement at the time of the last inspection have all been given successful attention. Standards are improved in science, information and communication technology (ICT) and writing. The curriculum for the children under 5 is good. Governors provide effective support and the school development plan clearly identifies priorities and strategies for improvement. In addition to these aspects, the leadership and management are more purposeful and successful. The curriculum provision, assessment and role of subject co-ordinators have improved and the school ethos strongly supports the children, who, for the most part, respond well.

### 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	C	E*	E*
mathematics	D	C	E	E*
science	D	C	D	E

*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.*

**Children's achievement is satisfactory** overall. Across the school, the small numbers of pupils in each year group confuse the picture on standards as one child can tip the balance between the school achieving one grade or the next. Test results show that in 2003, in English, the school's standards were in the lowest 5 per cent nationally. Generally the standards are higher than this and the current Year 6 are reaching average standards overall.

All the children progress at an average rate and most reach standards that are appropriate for their ability. In reading and writing, children achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. In mathematics, achievement is satisfactory across the school for almost all children, but the curriculum does not take account of the next levels for the higher attaining pupils in Years 2 and 6. These children work at the same level as other children of the same age and they could learn more quickly. This concern has been identified for improvement by the school. In Year 4, good account is taken of those pupils who are more able mathematically and they achieve well. The children's achievement in science is satisfactory for most pupils, however, one or two higher attaining children,

in Years 3 to 6, do not achieve well enough. In some lessons in Year 1 and 2 children achieve well in science. Children in the Foundation Stage achieve well in all areas of learning. Most enter school with standards that are well below average and when they leave reception many reach the levels that are expected for their age.

Across the school, standards are above average in design and technology and art and design and in music in Years 1 and 2. ICT is below average by Year 6, although children's achievement is good now the ICT systems have been repaired.

**Pupil's personal qualities are satisfactory, their spiritual, moral, social and cultural development, are good.** Children's behaviour and attitudes to school are satisfactory overall and good attitudes in many cases. Attendance is good. Relationships are satisfactory and most children learn to become helpful and kind members of the community. In Year 6, a number of children are sometimes resistant to learning.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory** overall, with good and sometimes very good teaching for children aged 4 to 7. In Years 3 to 6, teaching is satisfactory overall, with some that is better and most children take their learning seriously. The school has worked hard to improve behaviour and has been largely successful, but some children still misbehave and interrupt the learning of others. Across the school, those with higher attainment are not always clearly identified and, apart from English, do not move forward at a faster pace than others. Apart from this, the curriculum has been organised well and new planning strategies are effective. Those pupils with learning difficulties are given good support and achieve well. Assessments are not yet used to monitor the pace of progress and this allows slippage for those who could learn more quickly. Classroom assistants support pupils well. Pupils' care, welfare and safety are good overall. The school has good links with parents and other schools and very good links with the local community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall and the leadership of the headteacher is very good.** During her two years in the school, clear and decisive strategies have moved the school forward and improved children's learning. Governance is good. Governors work effectively to question and support the work of the school and are keen to be involved. Teachers have learned to take responsibility for developing subjects and supporting colleagues and have now reached satisfactory standards as co-ordinators. The work of the school is evaluated well and good improvements have resulted. Targets for improvement are clearly identified in the development plan and include improvements to assessment.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are happy with the work of the school and feel staff have the children's welfare and learning at heart. Pupils like the school and for the most part, thoroughly enjoy their lessons. They work hard and most are happy to talk about what they are learning. However, the disruptive behaviour of a few Year 6 pupils remains a concern for children and teachers.

## **IMPROVEMENTS NEEDED**

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

- Improve achievement for the higher attaining pupils in mathematics in Years 2 and 6 and in science in Years 3 to 6;
- Raise standards in ICT in Years 3 to 6 and improve the use of ICT to support other subjects;
- Extend assessment strategies to monitor how quickly all children are learning as a means of raising standards;
- Ensure the few disaffected children in Year 6 do not disturb others or disrupt lessons.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

By Years 2 and 6, standards of the majority of children are average overall and above average in design and technology, art and design and in English in Years 1 and 2. Standards are below average in ICT in Years 3 to 6 but the children's achievement is good. Most children achieve satisfactorily as they move through the school and well in the pre-school and reception years.

#### **Main strengths and weaknesses**

- Standards have risen significantly in English in Years 1 and 2;
- For most children, achievement is satisfactory or better in all subjects. Higher attaining pupils do not achieve as well as they should in mathematics and aspects of science in Years 2 and 6;
- Standards are below average in ICT by Year 6;
- Children achieve particularly well in music in reception, Years 1 and 2;
- Standards are above average in art and design and design and technology.

#### **Commentary**

1. The children start school with standards that are well below average in most areas of learning. Achievement for the pre-school and reception children is good and they build steadily on earlier learning. By the time they leave reception, those who are able to, reach the expected levels in all areas.
2. In the 2003 national tests, the Year 2 children did not reach the standards they should have in writing as they found structuring their sentences difficult. During the past year a strong, whole school focus on speaking and listening as a means of supporting writing has lifted the current Year 2 standards from well below average to above average. Year 6 children reached very low standards overall in their 2003 tests in English. Almost half of them were identified with special educational needs and almost half joined the school after Year 1. In addition, some of the potentially higher attaining children underachieved because they were completing the same tasks as their peers and were not challenged well enough. These factors resulted in lower than expected standards. The current Year 6 pupils are reaching below average standards overall, due to the proportions of children with special educational need. However, the new approach to teaching and learning English has ensured the children improved the structure and content of their spoken and written sentences. As a result, the children in the junior classes now achieve satisfactorily and in Years 1 and 2 the children achieve well. Higher attaining children in all year groups are challenged appropriately and those with special educational needs receive good support and achieve well. The children apply their English skills well in other subjects, particularly through speaking and listening. They write at length and in different styles in, for example, history and science.
3. Standards in mathematics in the 2003 national tests in Year 2 were below average and in Year 6, were well below average. All pupils in Year 2 reached the level that was predicted for them and their achievement was satisfactory overall. In Year 6, the standards in mathematics were higher than in English and most pupils' achievement was satisfactory. In the current Year 2 and Year 6 most of the children are reaching average standards. In both year groups the potentially higher attaining children do much the same work as the average children and are capped in their learning. The average and special educational needs learners achieve satisfactorily. Mathematical skills are also used well to support other subjects, such as design and technology and are used satisfactorily in science and geography.



4. In science, the 2003 assessments showed that although many of the Year 2 children reached average standards, overall standards were well below average because none reached above average standards. Currently, Year 2 pupils are experiencing an active and practical science curriculum that has ensured they investigate and work out why things happen. As a result, their standards are average and the children are achieving well. All the Year 6 children reached average standards in 2003 and those who were able to reached above average standards. This was good achievement for them. The current Year 6 are reaching average standards overall and higher attaining children are challenged satisfactorily in most aspects of the subject. However, their opportunities to use and apply their skills of investigation are underdeveloped and children do not think for themselves freely enough when tackling experiments.
5. There were only 7 pupils in the Year 2 group and therefore the standards in national tests table for that group is not shown.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	22.5 (27.0)	26.8 (27.0)
mathematics	24.0 (27.8)	26.8 (26.7)
science	27.5 (29.0)	28.6 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year.*

6. Standards in ICT are average in Years 1 and 2 but below average in Years 3 to 6. This is a good improvement since the last inspection when standards were very low in Year 6. The improvement in standards has been interrupted by a lengthy period when faults in the ICT systems, although identified by the school, could not be resolved and no hardware could be used. Since resolving these problems, the school has provided a stimulating curriculum and the children are making up lost ground quickly. Insufficient work was seen to form an overall judgement about standards in physical education. In the other subjects, the children in Years 2 and 6 reach average standards and are above average in design and technology and art and design. Children’s standards in music are above average in Years 1 and 2.
7. The few pupils with significant learning difficulties are given strong support and achieve well. Those with inappropriate behaviour usually make satisfactory progress. The school has a tiny proportion of traveller children. These pupils are given good support and achieve well. Overall, boys reach higher standards than girls. They significantly outnumber girls in several year groups and those few girls with special educational needs have created an imbalance in the interpretation of the data.

**Pupils’ attitudes, values and other personal qualities**

Overall, pupils have satisfactory attitudes towards school and their behaviour is satisfactory. There have been no exclusions during the past year. Their spiritual, moral, social and cultural development and attendance are good.

**Main strengths and weaknesses**

- Almost all the children have good attendance, but a few children have been removed for extended absences overseas;
- Most children are enthusiastic learners who try to concentrate, but a few of the oldest pupils are sometimes disruptive;
- Apart from those few who disturb others, most pupils behave well.

## Commentary

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.0
National data	5.4	National data	0.4

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

8. This table does not give an accurate picture of absences over the past three terms. A few families took children from school for extended absences and this significantly affected the overall percentages of attendance. Pupils enjoy coming to school, arriving regularly and punctually in the morning. Once in school, most settle well, listen to what they have to do and follow instructions well. They are eager to volunteer their own ideas, although a higher than expected level of immaturity in Years 3 to 6 means they do not always listen to each other well. Pupils generally work quietly and carefully, concentrating on the work in hand, but several are easily distracted and ready to chatter. When given the opportunity, they rise to the challenge and work independently or take on responsibility. One or two children in Year 6 distract themselves and others, occasionally becoming petulant when challenged by their teacher. Others sometimes copy this behaviour and it interrupts learning. For the most part, the vast majority of children in Years 5 and 6 are well behaved and ignore the bad behaviour of these few.
9. Most pupils get on well together and with staff members, this is particularly so with children aged 4 to 7 years. Across the school, pupils generally collaborate well in discussions or group work, sharing knowledge and ideas to deepen their understanding or strengthen their performance. They appreciate others' skills and also the different activities that staff prepare for them so that, for instance, there is good participation in extra activities such as music, gardening and sports. For the most part, they are polite, helpful and treat others well, whatever their age or ability. In their written responses to the questionnaire, several pupils suggested that other people's behaviour was a problem in school. Inspectors judge that the great majority behave well both inside the classroom and out, but there is a small number of pupils who find self-discipline difficult to sustain consistently. Children and staff indicate that this type of behaviour has been more frequent in the past and now the school is settling to a better level of conduct. On most occasions, staff members' high expectations and consistent behaviour management, combined with the good relationships, ensure that most pupils behave sensibly.
10. The children's good personal development is underpinned by the increasing opportunities provided for them to explore their feelings and those of others. They build well on 'first-hand' experiences by meeting interesting people and visiting unusual places. They learn the values of honesty and fairness through the trusting relationships they develop with staff. Most recognise the school's clear codes of behaviour and the acknowledgement of what is 'good'. They value the new class discussion periods and school council meetings. These are already helping pupils accept that disruptive behaviour is unhelpful. Pupils develop satisfactorily socially, through the many strong links with the community, opportunities to think of others and to participate in a wide range of extra-curricular activities. They have a good understanding of their cultural heritage and a growing awareness of the cultures of others through the school's links with different ethnic groups and visits to places such as a synagogue. The school's policy for racial equality is applied well. The only weakness in this good provision is the continuing misplaced assertiveness of some older children that leads them to react inappropriately in some lessons.

### **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	42	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 school provides a satisfactory quality of education. Teaching and learning are satisfactory overall and it is good or very good in certain subjects. The quality of the curriculum is satisfactory overall and is supported by good additional activities and improvements to the accommodation. Resources are satisfactory.

### **Teaching and learning**

The teaching is satisfactory with instances that are very good, particularly for children in Years 1 and 2.

### **Main strengths and weaknesses**

- Teachers plan stimulating and very worthwhile lessons, but sometimes pupils' inattention or bad behaviour interrupts learning in Year 6;
- The teaching in reception, Years 1 and 2 is particularly effective;
- Assessment procedures are developing, but do not yet monitor achievement effectively enough.

### **Commentary**

11. Good teaching was seen in all classes and some teaching was very good. Teaching is satisfactory overall, however, because lessons in Years 3 and 4 some lose pace while children's concentration is discussed. Additionally, in Year 6 one or two pupils lack commitment to learning and occasionally this interrupts lessons. Teachers generally have good relationships with the children and build up their confidence. They provide stimulating lessons that the children find extremely interesting. For example, using a centrifuge machine to identify the properties of solutions and suspensions in a Year 5 and 6 science lesson. However, one or two of the oldest children sometimes ignore these good learning opportunities and become obstructive, for example, putting their hands in front of the projector screen during an ICT lesson and refusing to behave properly. This interrupts learning for the whole class and is unsatisfactory. The children become more attentive during practical work. The school has worked successfully to curb this type of bad behaviour and in almost all year groups children are now able to control themselves. This level of difficulty is now confined to Year 6.
12. The teaching in the reception, Year 1 and 2 class is well planned and provides an exciting context for learning. The children learn through a good combination of practical and more formal learning opportunities. In science, for example, the children spent time in the grounds. They were asked why plants were thriving in unusual locations and were encouraged to speculate, drawing on their knowledge of growing conditions. The reception children worked at an appropriate level and the highest attaining pupils in Year 2 were challenged to draw conclusions based on scientific observations.
13. The assessment of pupils' progress is good in identifying what children have learned and identifying what they need to learn next. This is a considerable improvement as, until

recently, there were no systems in place at all. There are no strategies as yet to monitor how quickly children are learning. As a result, progress is slower than appropriate in mathematics for the highest attaining children in Years 2 and 6 who sometimes work at the same pace as the rest of the year group. The mathematics co-ordinator is developing useful systems that will resolve this concern but these are not yet implemented across the school. Assessment is stronger in English although systems to monitor the rate of progress are still informal. The school has used time well in focusing on assessments in literacy and numeracy and now, rightly identifies assessment in other subjects as a priority in the school development plan.

14. Teachers use effective methods to enable pupils identified with special educational needs for learning to study well. Classroom assistants provide very good support and help pupils achieve well in learning basic skills and in concentrating on their work. Targets set are matched well to children's needs. Those few pupils experiencing behavioural and emotional difficulties do not have written targets designed to help them improve their behaviour. This is inappropriate, as they sometimes make unsatisfactory progress.

**Summary of teaching observed during the inspection in 16 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	4	7	1	0	0

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

**The curriculum**

The curriculum is good in Key Stage 1 and the Foundation Stage and satisfactory in Key Stage 2.

**Main strengths and weaknesses**

- The school has strengthened the way its curriculum is organised;
- Good opportunities are provided in art and design and design and technology;
- Overall, the provision for special educational needs has many good features, but there are no written targets for children with behavioural difficulties.

15. Many improvements have taken place during the past two years. Long and medium-term plans are now in place, to ensure that pupils experience all subjects of the curriculum. This means that children systematically develop their skills. Since the repair of the ICT resources the curriculum has speeded up to help children make up lost ground. This has been successful for Years 1 and 2 but standards are still below average for Years 3 to 6. The school uses the nationally recommended schemes of work and has balanced the focus of literacy and numeracy with an equal emphasis on other subjects such as art and design and design and technology, where provision is good. Provision is also good for English. The school is making some strong connections between subjects to reinforce learning and to provide purposeful contexts for the work. For example, tasks in science lessons about moving air ensured that children could include flick out or blow up tongues as part of their monster models in design and technology. These links between subjects are strongest in Years 1 and 2 where children see many connections between areas of their work.
16. Interesting and thoughtful activities ensure the youngest children achieve well. The pre-school children have an active curriculum with periods of more formal learning to help them concentrate and learn early literacy and numeracy skills.
17. There are good opportunities for the children to learn through a wide range of visits and through visitors coming to their classes. Good involvement in musical and sporting activities

enables children to improve their skills. Teachers provide a wide range of additional clubs that appeal to many children. Involvement in the 'Healthy School' award has resulted in many developments, for example, children have been designing healthy lunch box meals. The school has recently been refurbished and staff took the opportunity to invite the local community to share in a 'Nostalgic Weekend'. Former pupils shared memories with the children and brought old photographs. This was a good opportunity to celebrate the school's development.

18. Pupils with special educational needs are identified early and receive the help that makes them successful learners. Meticulous records are kept and parents are fully involved. Regular meetings between staff ensure that progress towards the targets in the children's individual learning plans is recorded. Less attention is paid to writing individual plans for children with behaviour difficulties. Although progress is monitored systematically, a few older children sometimes exhibit behaviour that slows their own learning as well as the learning of others. The school has recently reviewed its policy to develop the provision for those children who are capable of particularly high attainment. The policy implementation is in its infancy and is timely, as provision for higher attaining children is weak in some curriculum areas.

### **Care, guidance and support**

Arrangements for the care, welfare, health and safety of pupils are good and the school involves pupils well in its work. The quality of support, advice and guidance provided to pupils is satisfactory overall with good features.

### **Main strengths and weaknesses**

- As part of achieving a 'Healthy School' award, schools meals have improved;
- There is a high standard of personal concern for pupils;
- The school council has enabled pupils to make good contributions to the daily life of the school.

### **Commentary**

19. The school is very conscious of safety issues and teachers regularly remind children of the need for safe working practices. First aid and medical provision is good and staff have a keen awareness of the specific medical needs of particular pupils. The school's achievement of 'Healthy School' status included work on improving the quality of playtimes, and the encouragement of more healthy diets and exercise. The school meals have improved and take-up has increased. The children are more than willing to express their views on the quality of their food. After consultation with pupils, the seating arrangements in the dining hall have been changed to encourage a 'family dining' atmosphere. These initiatives complemented the improvements made to the school's curriculum for personal, social and health education and citizenship (PSHCE). Child protection procedures fully meet requirements and all staff have been given leaflets to remind them of appropriate action when they have a concern.
20. Relationships between children and adults are good. All adults in the school know the children well and give good support, particularly to newly arrived children such as those from the traveller community. Many of the support staff work in several different capacities during the school day and the children have developed trusting relationships with them. A school council has been founded recently, with two representatives from each class and a programme of class and school meetings ensures that all pupils have the chance to contribute. They have already identified areas of school life where they would like to see improvements, for example, the quality of pens for Year 6 and the replacement of playground toys and games. Pupils themselves have been given responsibility for researching, pricing and selecting these and for reporting back. This has enhanced their maturity and self-

esteem. Older pupils are given specific duties as monitors, for example, watering plants, giving out fruit at playtime and operating audio and visual resources for assembly.

### **Partnership with parents, other schools and the community**

Links with parents are good and there are very good links with the community. Links with other schools are good.

### **Main strengths and weaknesses**

- Good publications and frequent meetings keep parents well informed;
- There are good links with local primary and secondary schools, the church, village and local industry.

### **Commentary**

21. The school provides good information to parents through written and personal contact and the prospectus and newsletters are friendly in tone. Reports are detailed and show how well pupils are working in comparison with expectations. Parents' views have been taken into account through surveys and discussions, for example, the range of after school clubs has been widened. Each of the three parents meetings has a specific focus, including the setting of individual targets and pupils are invited to be present at these meetings. Parents and carers give practical help to the school when asked to do so, for example, accompanying pupils on trips out of school, the Parents and Friends Association raise funds and organise social functions, which attract a wide range of support. Parents and governors appreciate the invitation to special assemblies, where pupils receive certificates for good work and behaviour. There is a good turn out to these as well as to regular school events, such as sports day.
22. Very good links with the wider community are a strength of the school and are used imaginatively to widen pupils' knowledge and experience. A recent 'nostalgia' weekend gave several elderly residents the chance to view the changes to the school buildings and their reminiscences, prompted by a display of old photographs and school log books, helped pupils to appreciate their heritage. The parish church is used well to support work in history, art and religious education, and the vicar is well known to the children from his regular school assemblies. All pupils take part in Christmas carol concerts and other dramatic productions in the village hall and as the entire village is invited, these are very well attended. The local power station has contributed to the improvement of the school environment and to the PSHCE curriculum, on safety matters.
23. Links with other schools are effective. There are good arrangements in place for pupils transferring to one of the three local secondary schools. Pupils take part in drama productions with secondary pupils and joint staff training sessions enable information about pupils to be shared. The school is fortunate to belong to two clusters of small schools and staff are able to share resources. Year 4 pupils join with other primary school children on a residential visit in the summer and this supports their personal development well.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are good with very good leadership by the headteacher.

- There is a very clear vision and sense of purpose provided by the headteacher; there are high aspirations for improving learning;
- Effective self-evaluation leads to clearly define learning targets, but targets for a few pupils' social development are less effectively managed;
- The school has successfully tackled many weaknesses during the past two years;
- Strategies to monitor the rate of children's progress are not always effective enough.

## Commentary

24. The headteacher has very clear and appropriate targets for the school, centred on effective teaching and learning and building a strong and reflective staff team. This vision is driving the school forward. The school has thorough strategies for identifying how well it is doing and has accurately identified areas for development. The headteacher has already effectively improved teaching and learning and this is seen particularly in English, design and technology and art and design. Problems with the ICT provision have been remedied and although the older pupils have ground to make up, they are now achieving well. More challenging learning for the higher attainers in mathematics and science has been identified for development and other aspects of the provision in these subjects has already improved. Concerns over a shared approach to managing the curriculum have been resolved through effective monitoring and evaluation of work in the classes. As a result, there are helpful links made between different subjects, particularly in Years 1 and 2 and better curriculum planning. Additionally, there has been a pronounced impact on the behaviour of most pupils. However, there are still examples of children resisting their teachers' instructions. The headteacher is working to raise the pupils' aspirations, to make them more closely involved in school matters and develop their skills and attitudes so they enjoy learning. The pupils' involvement in the work of the school is successfully reflected by their participation in the newly established class discussions and school council, which gives them good opportunities to highlight their own views. A few of the current Year 6 are less responsive than other year groups to the needs of others and as yet, have made insufficient improvement.
25. The headteacher's good management is supported by a growing participation by the fairly recently appointed subject co-ordinators. Subject co-ordination is a new development for the school and the staff have risen well to the challenge. They all recognise the need to become informed about their areas of responsibility and support colleagues to improve provision. This is already effective in several subjects and has ensured the children's achievement is generally satisfactory. As yet, co-ordinators, apart from the headteacher, do not have a complete understanding of their subjects across the whole school so although their roles have developed well, the impact is satisfactory. They are all trying new initiatives in their own classrooms in preparation for introduction across the school. This has resulted, for example, in assessment strategies developing well in mathematics and English. These have become detailed and useful, but are not yet monitoring the rate of progress, although both the co-ordinators are striving towards setting and monitoring learning targets for individual pupils. Good arrangements for staff development, including classroom assistants and other supervisors, ensures the school is aware of recent initiatives, such as the need to improve opportunities at playtimes.
26. The governing body helps shape the vision of the school well and effectively supports the headteacher and staff. It carries out its duties effectively and ensures that the school fulfils its statutory duties. The governors have a clear view of the school's strengths and weaknesses and recognise the value of recent improvements. The governing body ensures the finances of the school are used and monitored well and the principles of best value support their decisions. They worked very efficiently to ensure money was secured to improve the accommodation and the refurbishments are much appreciated by the children. The budget is set to match the school's priorities; this includes plans to maintain a reserve, for as long as possible, to buffer the school against budget reductions as the numbers of children fall.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	188114
Total expenditure	203540
Expenditure per pupil	3700

Balances (£)	
Balance from previous year	40400
Balance carried forward to the next	24974



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is good. The children begin attending the pre-school class when they become 4. At the start of the year in which they become 5, they move into reception alongside the children in Years 1 and 2. Children enter the pre-school class at well below the expected standards for their age. Although they do not reach the expected levels during the time in the pre-school class they achieve well and by the time they leave reception most are reaching levels typical for their age. The class is taught by a nursery nurse who teaches the children effectively. She, the reception, Year 1 and 2 teacher and the headteacher working together, lead and manage this stage of learning well. There are three children in the pre-school class and two in reception.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children's immaturities are identified early and activities to develop their confidence are provided.

#### **Commentary**

27. In the pre-school class daily routines are very effective and ensure children begin to develop independence and confidence. At first, they find it difficult to make choices about their play activities but are encouraged to think, for example, about what they prefer to use from the plentiful resources. They need considerable guidance and support to complete tasks. In reception, the children have developed greater maturity and cope independently with the daily tasks and activities. They listen and concentrate well and play happily with older children, sharing and taking turns.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children are taught individually and in small groups to ensure they make good progress;
- Children have many valuable opportunities to talk and listen to staff.

#### **Commentary**

28. By the time they leave reception, children are reaching the goals anticipated for their age. They enter with well below average standards and achieve well. Good talking, reading and writing activities are provided through play and direct teaching sessions. Children learn to form letters correctly and watch adults write before practising their own work. The reception children are beginning to read with confidence. The younger children know about reading and some point to words as they talk about pictures in books. They often use very short sentences and are encouraged to talk about their work. This particularly supports the progress of children with below average skills who are learning well but have much ground to make up. In reception, where the children are more experienced, they talk confidently, motivated by the good examples of the older children.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Play activities provide good opportunities to reinforce mathematical learning.

### **Commentary**

29. Most children reach the expected goals in numeracy by the time they leave reception. Good play opportunities to sort, arrange and count through play are provided. Reception children practise their skills in more formal sessions, where staff help them organise numbers and count objects, sometimes up to twenty. The pre-school children use play to extend number recognition and counting. They have difficulty comparing size and shape but, in craftwork, for example, there are good opportunities to see how these ideas are used when selecting resources to fit specific spaces. Tasks are enjoyable and children achieve well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Many opportunities to investigate and play with varied resources extend the children's learning.

### **Commentary**

30. By the end of reception, the children are reaching the expected levels. The pre-school children understand that plants grow and they need water. 'They drink rain'. They recognise that they too grow and get 'bigger and bigger'. Good opportunities for talk reveal the children have a very limited vocabulary with one unable to name 'flower' or 'soil'. In reception, they recognise and name various vegetables and, when tasting, show interest and a variety of responses. Children are able to identify which are tasty and which they do not like.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- New outdoor resources ensure the children have good opportunities to climb and balance;
- Children are taught to manipulate small objects with precision.

### **Commentary**

31. When using tools and manipulating resources children show developing physical control and reach the expected level by the end of reception. In the pre-school class children have difficulty gluing small objects and need support to control the resources. Their manipulative skills are below those expected for children of this age. When using larger, outside equipment, these children show better control. They can ride bikes and weave between bollards. They can control their speed by pushing or braking with their feet. In this aspect of physical development they reach the expected levels for their age.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Many tasks are thoughtful and take the learning forward;
- Some artwork in the pre-school class is over controlled.

### Commentary

32. Work displayed shows the children are reaching the expected levels by the end of reception. Drawings show attention to detail and are colourful and interesting. The pre-school children have learned to change colours by adding white and their patterns are careful and attractive. Some of the work to illustrate stories is planned and designed by adults and does not allow the children to interpret the ideas for themselves. These children play together happily but do not create imaginary situations.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

### Main strengths and weaknesses

- New approaches to teaching writing have raised standards;
- Good teaching and learning ensures pupils achieve well in Years 1 and 2. Those with learning difficulties are supported well across the school;
- The school provides good opportunities for pupils to apply their literacy skills in other subjects;
- Assessment systems are not yet developed sufficiently.

### Commentary

33. The school's test results for 7-year-olds show an uneven picture over the past few years but have been generally below average when compared with all schools nationally and well below average when compared with similar schools. The results for 11-year-olds are also uneven. For several years, to 2002, the standards were average but fell to the lowest 5 per cent nationally in 2003 when compared to all schools nationally and similar schools. A high proportion of pupils with special educational needs in this year group contributed to the lower standards. However, the school's analysis of the results led to changes in provision in all classes that have considerably improved standards for the infant children and ensures the junior children make satisfactory progress.
34. Standards are above average for the current Year 2 pupils. Teaching and learning are good. Lessons are well managed and the pupils are attentive and well motivated. Lessons are interesting and work is well matched to their needs. As a result, they achieve well. About a third of the children in Year 6 have special educational needs. This results in below average standards overall, particularly in writing because too many of the children still have difficulty composing text at an average level. However, the strong focus placed on English is beginning to raise standards and ensures the children's achievement is satisfactory. Teachers mark the pupils work well. Their comments tell the pupils how well they are doing and include suggestion about what they need to do next to improve and reach higher standards. Across the school, there has been a real drive to improve writing through a broad range of strategies particularly linked to developing speaking and listening skills. These

include children role playing, imagining what the characters are feeling and trying to answer their peers' questions in role. Before they begin to write, they rehearse verbally what is to be written and this helps them construct interesting and grammatically correct sentences. In addition, more time is given to literacy and pupils have good opportunities to write at length. For example, older children have written plays that include interesting stage directions. Younger children have written recounts of Noah's Flood. All children use pens and attempt joined writing from reception; this results in well presented work.

35. Pupils with special educational needs receive good support from classroom assistants and the specialist support teacher. Consequently, good progress is made against the targets in their individual learning plans. There is also good support through a wide range of extra initiatives, which are skilfully planned and delivered. These focus on extending pupils' skills in reading, writing, speaking and listening. The success of such programmes and interventions has resulted in pupils becoming more confident learners.
36. The subject is managed satisfactorily by an enthusiastic co-ordinator, whose influence is expanding. She has identified areas for development, such as improved writing initiatives, which are raising standards. Assessment systems are in place, but they are not yet sufficiently focussed to ensure maximum progress for individuals. The school recognises this and has made plans for further developments. Targets are set for children, but these are not planned against a time scale in order to improve the rate of progress. The curriculum is a rich one and includes visits from theatre companies and poets. The pupils enjoy their English lessons and show great pride in their work.

### **Language and literacy across the curriculum**

37. There are many good opportunities for pupils to develop their literacy skills across the curriculum. The teachers think carefully about what sort of tasks will motivate children. Opportunities to develop speaking and listening are evident in subjects like music. Younger children write thoughtfully about, for example, how to care for their mothers as part of their religious education work. In Years 3 and 4, as part of their design and technology work, children compared the look, feel and taste of different breads to discuss which they preferred and why. The oldest children used questionnaires to build up their own family history during the 1950's and 1960's. The school has a good range of attractive books to support the teaching of reading both in literacy lessons and in other subjects.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

#### **Main strengths and weaknesses**

- Provision is effective for the higher attainers in Year 4 but is less successful for these children in Years 2 and 6;
- Work on investigations is well planned for the oldest pupils;
- Assessment has improved considerably but does not yet monitor the rate of progress.

#### **Commentary**

38. The school's performance in the national tests for 7 and 11-year-olds has fluctuated over the past few years. In 2002, when compared with all school nationally, it was average for Year 2 and above average for Year 6, but fell in 2003 to below average for Year 2 and well below average for Year 6. When compared with schools where pupils have a similar background the results in 2003 were well below average for the Year 2 children and in the lowest five percent nationally for the Year 6 children. The children had made steady progress in both groups, but the high proportion of pupils with special educational needs in Year 6 meant half the children reached below average standards.

39. The majority of children are currently reaching average standards across the school and their achievement is generally satisfactory. The quality of teaching is satisfactory overall, with good features evident in each class. Lessons are carefully planned and give appropriate attention to the different year groups in each lesson. Planning does not identify how the highest attainers will be challenged at a different level from the rest. As a result, the more advanced learners in Year 6 are not achieving as well as they could. In Year 4, several children are able to work at a higher level, as they work with the older class. This provides them with an appropriate curriculum and they achieve well. In Years 3 to 6, the children with learning difficulties are given good support. They work with the co-ordinator and a classroom assistant. Their work is designed to take them forward steadily, they have the confidence to ask when unsure and they achieve well. In Years 1 and 2 the children make satisfactory progress overall. Year 1 pupils benefit from the Year 2 targets, particularly during whole class lessons. Year 2 children all work at the same level and again, there is no difference in the standards reached by average and potentially above average learners.
40. Opportunities for the older children to use and apply their skills are very effective. In order to investigate and cost new purchases for the school, they have selected and priced new pens and a carpet for their own room and new playground equipment for the whole school. This has given them a very real picture of how important accurate calculation, measuring and costing aids the daily life of the school. They worked hard to ensure they received the best value for their money. During these activities the children, including the highest attaining pupils, achieved well.
41. Assessment has strong features. All children are tracked to identify the level they have reached and the information is used to plan their next pieces of work. It is not yet used to monitor whether they are making progress quickly enough, although this is identified in her development plan for further attention. The subject co-ordinator provides satisfactory leadership. She has good subject knowledge and has initiated the effective ability setting in years 3 to 6. This ensures all children, including the higher attainers, in Years 3, 4 and 5 and the average and lower attainers in Year 6 are challenged well. As yet, she has had no opportunities to review the work or provision in the other classes and therefore has less influence on their work than is appropriate.

### **Mathematics across the curriculum**

42. There are satisfactory examples of the use of mathematics in science work, where pupils measure distance and time with increasing sophistication. Pupils display their findings in a number of ways, for example, through charts, diagrams and tables. Their work in researching to find new equipment supports several subjects very effectively. ICT is not yet used well enough to support learning in mathematics.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- Science lessons are planned effectively to ensure the children's learning includes many practical experiences;
- The overuse of worksheets restricts opportunities for children to set out their conclusions for themselves.

## Commentary

43. In 2002 the national test results for Year 6 the school achieved above average standards. All the children reached standards that were average or above in 2003. This was a particularly good achievement for those with special educational needs. When compared with all schools the overall results were below average in 2003 and well below average when compared with similar schools because very few children reached above average levels. The Year 2 children were assessed by their teacher and reached the same levels in science as they did in English and mathematics. This resulted in well below average standards in science overall.
44. Currently, the children reach average standards overall, with examples of above average work in Years 1 and 2 where the teaching is good. Teachers provide an interesting curriculum that moves learning forward appropriately. This is a considerable improvement since the time of the last inspection. As part of their study of 'life and living things', for example, the children considered the different locations within the school grounds and examined what grew there. The children recognised that inhospitable growing locations were still home to several plants and, through using earlier learning, concluded that plants growing in the gutters must have arrived as seeds brought by birds. The children were intensely interested and effective questioning and challenging dialogue made the children think and extend their understanding.
45. In Years 3 to 6 teaching is satisfactory. By Year 4, the children use their ideas to form hypotheses based on the information they have and can recall. The lesson observed focused on how to measure force using a Newton meter. Having acted and discussed the story of the 'Enormous Turnip' the children recognised that greater pull exerts greater force. They examined force meters with interest and used their mathematics skills to identify how the scale was organised. The mix of practical and fun tasks helped the children learn difficult ideas in a real situation, so that when they began measuring a range of different pulls, they understood the forces involved. Practical activities were used well to reinforce the children's understanding. By Year 6, children appreciate the need to make a test 'fair'. Most pupils draw confident conclusions using the appropriate scientific terms and have good recall of earlier learning. They know the difference, for example, between solids such as sugar, that dissolve in water to become a solution and solids such as starch that form a suspension. The teacher used a centrifuge machine borrowed from the secondary school to reinforce the idea of a suspension and the children were very interested in this procedure. Several pupils show unsettled behaviour in lessons so, although tasks are well designed, learning is slowed by children making inappropriate comments or fidgeting.
46. The pupils are able to work both in groups and independently and use equipment productively, making accurate measurements for time, mass and capacity. They understand how to set up investigations but, in most classes, their work is based on printed sheets that prevent them writing extensively and clearly to explain their own insights about their work.
47. The subject is led satisfactorily. The co-ordinator recognises that science is generally satisfactory and the school has previously focused on developments in other subjects. The need to broaden the children's written responses and extend the assessment procedures is identified for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Skills are taught through interesting and challenging tasks but are not used enough to support the other subjects;
- The subject is benefiting from knowledgeable leadership.

### **Commentary**

48. The pupils' standards are typical for their age by Year 2 and are below average overall by Year 6. They have developed a secure knowledge of the basic skills and can use a variety of programs well. This is a significant improvement, across the school, since the last inspection. A prolonged collapse of the ICT system resulted in children missing learning. The Year 1 and 2 pupils have made up much of what was missed by using other resources to meet the curriculum requirements but this was not possible for the older pupils. Although they are now working hard to recover the lost ground, and are achieving well, there are still significant gaps in their knowledge and understanding of how to use ICT to broaden their learning. This is a priority in the school development plan. The tasks the children are given match the appropriate levels for their age, but the older pupils find the work difficult and cannot always complete it or repeat it alone. Work in Years 5 and 6, to control a sequence of events viewed on the screen, was challenging and children needed to concentrate hard to understand and learn. This task was interrupted by some Year 6 pupils misbehaving and the learning of all was hindered. A sensible strategy for children to work in small groups at later times during the week ensured they all experienced the task and received close support. Staff are keen to improve the work in ICT. Standards have risen in Years 1 and 2 since the previous inspection when they were below average, but have fallen from average to below average for the Year 6 pupils. All pupils have achieved well, including those without access to computers at home and those with special educational needs.
49. The school has no computer suite, but the computers are grouped in the four classrooms and older children use the pre-school computers when they are available. Year 2 pupils have written and followed instructions for their mechanical robot, 'roamer' and their work is clear and detailed. Good distinctions are made between what can be achieved between Year 1 and Year 2 and good links are made with geography and mathematics.
50. The subject is co-ordinated satisfactorily. The co-ordinator has a clear understanding of the needs of the school, and has very good knowledge of ICT, which is helpful to other teachers. She has, as yet, less awareness of the work in Years 1 and 2 and of the youngest children than is appropriate. The resources are satisfactory.

### **Information and communication technology across the curriculum**

51. ICT is not used frequently enough to support learning across the curriculum in Years 3 to 6. Where it is used, it is most effective in improving learning. In religious education, for example, the Year 5 and 6 pupils collected information about religious leaders from the Internet and gave 'PowerPoint' presentations to the class. Artwork in the same class, using computer patterns, very sensitively represents the Easter story. However, there are few examples of this quality in other subjects or other classes. This weakness in ICT has been identified by the school and is a key priority in the development plan.

## HUMANITIES

Insufficient work was seen to form an overall judgement on provision in **religious education**, **geography** and **history**. No lessons were observed. However, work and planning were analysed and discussions held with teachers and pupils.

### Commentary

52. In geography, standards are average. The teachers make good links with other subjects such as mathematics and design and technology. In Years 1 and 2 children are developing an understanding of districts and how people fit into them. As a result, they are able, for example, to draw a simple map to show their route to school. They conducted a traffic survey, including a graph and tally chart, that revealed parking problems outside school and they found that the most cars were parked at 3.15 pm. In Years 3 and 4, children's wider knowledge of the water cycle, enables them to consider ways that water supply could be improved. The oldest children show a good understanding of the problems of pollution of water caused by fertilisers, oil tankers and chemicals. On a map of the world they mark the areas where people do not have clean water to drink. They know what they would like to see improved.
53. In history, standards are average. Teachers ensure that work is interesting and children are developing an understanding of how life differed from current times. As a result, older children have a good knowledge of why, for example, the 1944 Education Act was so significant to the lives of children. They understand how much time has passed from 1950 to the present day and are able to identify significant events, such as Queen Elizabeth's Coronation. They know that as time passes, people's lives change, for example, people dressed differently in the 1950's and children would not wear trainers. They know that washing clothes was much more laborious than nowadays. Younger children also recognise that things change with time. They are able to arrange pictures of cars showing their developing understanding of how to identify the oldest one. They notice that over 100 years ago early cars did not have doors or roofs. Through handling artefacts like a 'posher' they realise how laundering clothes had changed over time.
54. In religious education standards are in line with those expected by the locally agreed syllabus in both Years 2 and 6. Pupils' achievement is satisfactory. The curriculum ensures that pupils discuss, reflect upon and apply what they have learned, to their daily lives. For example, following their work on being a Christian they wrote about the qualities of friendship and of being kind and trustworthy. Younger pupils have developed a spiritual understanding, for example, by writing their own prayers. They have studied religious leaders such as Jesus and Mohammed and are extending their understanding by relating this to the work of local leaders in their community, such as the vicar. Older children have satisfactory knowledge of several world religions. They know, for example, about the celebration of Ramadan; that the Muslim place of worship is a mosque; and that Muslims pray five times a day. The knowledge and understanding of major world faiths is taught soundly because the teachers' subject knowledge is secure. At a recent multicultural day, the children explored some of the traditions of the Muslim religion for themselves. Through practical tasks such as making Rangoli mendhi patterns and diva lamps, the subject comes alive.
55. The Christian religion is taught securely. The pupils benefited from a visit to the local church, which extended their learning about key people in the Old and New Testaments, festivals, artefacts and symbols used within Christian places of worship. Through recall of earlier learning they are able to compare these with other faiths. Strong links are made with the school's assemblies to extend children's own beliefs and spiritual development through, for example, providing good opportunities to reflect on the meaning of prayer and by helping children understand the story of the Creation.
56. Insufficient work was seen to form an overall judgement on provision in history and geography. No lessons were observed. Evidence was taken from discussions with the



children and co-ordinators, scrutiny of work from all year groups and displays around the school.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No lessons were seen in **art and design** or **physical education**. A selection of pupils' work was analysed and an after school club was observed in physical education. Discussions were also held with staff and pupils and teachers' planning was scrutinised.

### **Commentary**

60. In art and design, the standards of the children's completed work are above average. The children cover an appropriate range of work that takes full account of the art and design curriculum. Their skills in drawing and using paint have been developed well and teachers are introducing good opportunities for artwork designed on computers. In Years 5 and 6, children have reached above average standards in, for example, representing the Easter story through abstract patterns. The work is sensitive and imaginative. High levels of individual expertise are evident in the work of some children and it is careful and accurate. This was evident in Years 3 and 4 where pupils have designed brick patterns and in Years 1 and 2 where drawings of historical artefacts include precise details. The co-ordinator for art provides satisfactory support and has a clear understanding of the standards reached by the children.
61. In physical education, an after school club was observed and the children worked hard to improve their games skills. This activity also supports personal development as the pupils choose the game they will work at. Children speak highly of this subject and indicate they enjoy the lessons. The co-ordinator provides satisfactory support and encourages the children to take part in the opportunities after school. This extra provision covers a good range of sport activities and is appreciated by children. The school involves children in local competitive sports events through its links with other local primary schools. The children take swimming lessons in Year 4. The majority are able to swim the expected distance by Year 6 and they achieve satisfactorily.

### **Design and technology**

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

### **Main strengths and weaknesses**

- Tasks are interesting and realistic;
- Good links are made with other subjects;
- The co-ordinator is enthusiastic and knowledgeable.

### **Commentary**

57. There are many examples of current work on display, which shows the importance the school places on the subject.
58. Standards are above those expected for all age groups in both designing and making. This is because all the teachers have a good grasp of the subject and it is taught well, using exciting and challenging contexts. Realistic tasks help the pupils understand the purposes of design and technology. For example, as part of their geography work younger pupils designed and made jackets for 'Barnaby Bear' to wear on his travels. They cut out the material, stitched it together and then applied a pattern, following their designs. They practised the pattern making as part of their mathematics work. In Years 3 and 4, as part of the school's 'Healthy Eating' project, children designed and made sandwiches for a lunchbox. They tasted

commercially produced sandwiches, sampled a range of different breads and surveyed other pupils for favourite fillings. Following their findings, they made their own 'healthy eating' sandwiches and rolls.

59. Pupils design and make using construction materials, food technology and textiles. Designing, using sketches that are often annotated, researching, listing materials and recording how the item is made is successfully developed throughout the school. The pupils in Years 5 and 6 demonstrate this well through their work designing and making musical instruments. Pupils evaluate their work thoroughly. An example of this was their work on toys with cams. They investigated how movement using a cam or an offset cam is made. One child found that in their design the guide was loose, resulting in the dowel slipping so the mechanism got stuck. Such attention to detail significantly increases the children's knowledge and skills. All pupils, including those with special educational needs make good progress. The co-ordinator is very knowledgeable and enthusiastic and provides good support for teachers. Standards have improved since the previous inspection.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Music is taught imaginatively;
- The curriculum is extended well through extra activities.

### **Commentary**

55. In Years 1 and 2, the children's standards are above average. They show a good understanding of how sounds are made by different types of instruments. For example, in their lesson they learned that a bassoon is a woodwind instrument. They watched carefully as their teacher showed how different amounts of water in bottles created different pitched sounds when they are blown across. They showed great excitement and enthusiasm when blowing through a straw to imitate the reed in the bassoon. The teacher had good subject knowledge and very high expectations of these young children. This leads to good teaching and learning.
56. No lessons were seen in Years 3 to 6 but in assemblies the children sing well. They are tuneful and enjoy singing. There is good provision for pupils to perform in school and at local concerts. Some children play the violin and recorder. Visiting musicians regularly provide opportunities to listen to live music and music tutors extend the music curriculum effectively increasing the children's interest in music.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Insufficient work was seen to form an overall judgement on provision in **personal, social and health education and citizenship (PSHCE)**.

### **Commentary**

57. The school supports pupils satisfactorily in their personal and social development. They consider ideas about themselves, the way they conduct their lives and how to deal with difficult situations that might arise. This is particularly appropriate for some children in Year 6, who display immaturity and sometimes behave badly. Parents, governors and staff indicate that over the past two years the behaviour of pupils has improved considerably and now problems are only evident in Year 6. Good learning enables the other Year 6 children and all those in Year 5 who are classmates, to work quietly and effectively most of the time.

Lessons include sex education and education about the dangers of drug misuse. Pupils are provided with clear information to help them make decisions about their own lives. Specific opportunities during assemblies and class discussions to consider personal issues are regular features of the curriculum and are used effectively. Pupils are given good opportunities to listen, think, and speak for themselves as they explore a variety of relevant issues. Across the school, the children are provided with good opportunities to reflect. For example, they wrote memorials when a familiar and very elderly local resident died. The lady had established close contacts with the school and the children wrote sensitively about her. Their work revealed a fondness and sense of loss that indicated good levels of personal reflection.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
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	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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