

INSPECTION REPORT

FARRINGTON GURNEY CE PRIMARY

Farrington Gurney

Nr Midsomer Norton

LEA area: Bath and North East Somerset

Unique reference number: 109192

Headteacher: Mrs Sue Jones

Lead inspector: Michael J Pipes
Dates of inspection: 14 – 16 June 2004

Inspection number: 256106

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed
Number on roll: 84

School address: Church Lane
Farrington Gurney
Bristol
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Appropriate authority: The governing body
Name of chair of governors: Mr John Gianella

Date of previous inspection: 8 – 11 June 1998

CHARACTERISTICS OF THE SCHOOL

This is a small village school with a planned admission limit of 15. There are 84 children including two pupils with English as an additional language, but both are longstanding fluent bilinguals and need no special provision.

Attainment on entry to the school is about average, but, with between ten and fifteen pupils admitted each year, there are variations. Eight per cent of the pupils have special educational needs, below the national average, but with two of them having statements, broadly in line with the national average. There are more boys than girls, accentuated in the Reception Year with an abnormally high proportion of boys born in the summer months, late in the academic year. Entitlement to a free school meal is below the national average. There is some pupil movement, with families moving in and out of the village and occasional admissions from other schools for a fresh start. Four pupils joined and two left last year at other than the normal times. Sixty-four pupils come from the village with 20 from other nearby villages.

The school has received two achievement awards for improved performance recently, as well as Investors in People (IIP), Basic Skills Quality Mark and Healthy Schools Award, and is pursuing International School Status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17651	Michael J Pipes	Lead inspector	Science Art and design Design and technology Music
32690	Julian Webb	Lay inspector	
2200	Jim Stirrup	Team inspector	English English as an additional language; Geography History Physical education Religious education.
20483	Deborah Yates	Team inspector	The Foundation Stage; Mathematics Information and communication technology Personal, social, health education Citizenship.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The headteacher is a very good leader. The management of people and resources is good and the school gives good value for money. Overall, the teaching is good and learning mirrors this because most pupils have a very good attitude to school and their studies. The school has the capacity to continue improving.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher.
- The good overall teaching with some very good and excellent practice.
- The pupils progress less well in Years 5 and 6 than in the rest of the school.
- The thoroughness of assessment, and its use to inform planning, in nearly all subjects.
- Higher-attaining pupils are not always challenged sufficiently.
- The very good provision for personal, social and health education (PSHE) and citizenship.
- The very good opportunities for educational enrichment through extra-curricular activities.

The school has improved significantly since the last inspection. Improved standards in English and mathematics in the infant section are reflected in improving national test results. Science, now very well organised, has improved overall, and the quality of work in design and technology in the junior classes is higher. Three key issues identified in the last report have been dealt with. Planning is now a strength; continuity of learning is better; and National Curriculum requirements for information and control technology (ICT) are now met.

STANDARDS ACHIEVED

Standards by the end of the infant section are above the nationally expected level overall, but the improvement moving through the school has not yet reached the top years, where standards are close to the national average, with English and science better than mathematics. Nevertheless, over the last five years, standards in national tests at the end of Year 2 and Year 6 have been rising faster than the improving national trend.

The table below should be interpreted with caution as there were only eight pupils in the year group in 2003.

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

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.

Overall, the pupils' achievement is good. Pupils in the Foundation Stage achieve the goals they are expected to reach by the end of the reception year. They are joined by Year 1 on three afternoons each week, giving the Year 1/2 teacher focus time with Year 2, where standards are well above the average in reading writing and above average in mathematics. These higher standards are sustained in the Year 3/4 class, with a good foundation laid in more formal science.

The pupils' personal qualities, including their spiritual, moral, social and cultural education are developed well, particularly through the very good PSHE and citizenship programme, but also

through art, geography, religious education and from the very good role models set by all the staff. Their attitudes to school are very good, and their behaviour, attendance and punctuality are all good.

QUALITY OF EDUCATION

The school provides a good quality education, mainly through the good teaching. In the foundation stage, all the teaching seen was good or very good. In the infant class, in seven of the ten lessons seen the teaching was good or better, and in one English lesson it was excellent. In the two junior classes, the teaching was good or very good six of the 15 lessons, but unsatisfactory in one. The weaker teaching and learning was in the Year 5/6 class, where too often the higher-attaining pupils were not challenged sufficiently. The curriculum is good, with very good extra-curricular provision. The pupils, including those with special educational needs, receive very good care, guidance and support. The school works very well with the parents, and well with the community and link schools. There is a very good ethos in the school, with all the pupils very well involved in the life of the school in a variety of useful ways.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The headteacher provides very good, vital, visionary leadership, and has planned changes for September 2004 to improve the quality of teaching and learning in Years 5 and 6. The governors fulfil their roles well and are fully involved in all aspects of the life of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are generally very pleased with their children's education and their links with the school. The pupils have very good attitudes to the school and their learning.

IMPROVEMENTS NEEDED

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

- Raise standards by improving the teaching and learning in the top class, Years 5 and 6.
- Ensure consistently high expectations and intellectual challenge, especially for the older, higher-attaining pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in the current very small Year 6 are close to the average national expectation. In the school as a whole, the pupils achieve well.

Main strengths and weaknesses

- Over the past five years, results in both the end-of-infants and the end-of-juniors national tests have improved at a rate above the national trend.
- By the end of the infant years, current standards are above the average national expectation in mathematics and science, and well above in English.
- Progress is not so good in Years 5 and 6, where standards are no more than average overall.

Commentary

1. Assessment of the children on entry to the reception class shows that standards are, overall, about average. By the time they move into Year 1, all the early learning goals have been met, with good standards in personal, social and emotional development; communication, language and literacy; mathematical development; physical development; creative development; and very good standards in knowledge and understanding of the world. Children make good progress and achieve well, with good teaching and a very good assessment procedures to monitor learning.
2. By the end of the infant class, containing Year 1 and Year 2 pupils, standards are above the average national expectation in mathematics and science and well above in English. In the 2003 national tests, standards were in the top five per cent nationally in writing, which had been the recent focus of attention. The trend in performance in national tests at the end of the infant years over the last five years has been above the national rate of progress. The school has been setting challenging targets and meeting them.
3. Pupils in the current Year 6 have made satisfactory progress since Year 2, and overall standards are average. Numbers of pupils in each year group are often very small: for example, in Year 6 in 2003, only eight pupils took the National Curriculum tests. Because numbers are small, detailed statistical analysis of results is often unreliable, and tables doing this have been left out of this report. Nevertheless, it is clear that improvement in Year 6 test results over the last five years has been better than the national trend of improvement, and that the school has been meeting its targets.
4. Overall, most pupils achieve well, because of the good teaching supported by very good assessment procedures. All the pupils have clear individual targets for improvement. They receive very good personal guidance and support. Higher standards are moving up through the school based on the good progress the pupils make in the Foundation Stage and infant class. The pupils achieve well in the lower junior class containing Year 3 and 4 pupils, but not so well in the Year 5 and 6 class where progress and achievement are only satisfactory. To some extent throughout the school, but most obviously in the top junior class, the expectations and demands made on the higher-attaining pupils are not sufficiently challenging. This is due to the prime focus being on the lower-attaining pupils, who are well served. In addition, in some subjects the teachers lack the subject expertise and confidence needed to allow the pupils to forge ahead. This leads to too little independent learning and investigation, although the school has responded well to a key issue of the last inspection and put much more emphasis on experimentation in science.

- With very small cohorts and some pupil mobility, there are no reliable indicators of added value. Though there is some imbalance in the number of boys and girls, there is no significant difference in their overall performance. The extent to which literacy objectives are taken into consideration in planning in other subjects is good. In particular, the drive for improvements in writing, which brought a dramatic increase in standards in the 2003 national tests, is due mainly to the co-ordinated impact of high expectations in writing.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils display very good attitudes to school and their behaviour is good. Attendance is good supported by good punctuality. Overall pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils have positive attitudes to school and to their work.
- Strong links with other cultures enhance the pupils' appreciation of other ways of life.
- Clear school rules give pupils clear boundaries and successfully encourage good behaviour.
- The pupils have good opportunities, and are willing, to take responsibility.

Commentary

- The pupils enjoy school and the wide range of extra activities offered. They are keen to attend and are not in a hurry to leave at the end of the day. They settle quickly and quietly into class and are keen and ready to learn. The pupils respect the fabric of the school. There was no indication of mistreatment of equipment and throughout the school day the toilets and cloakroom areas remained neat and tidy.
- The pupils' enthusiasm for school is reflected in the good attendance figures. There are no systematic procedures in place to track and chase absences though parents usually remember to contact the school.

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

Authorised absence		Unauthorised absence	
School data	2.4	School data	0.4
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.

- The pupils know what is expected of them. The simple and clear rules that they helped to draft are couched in positive terms and easy for children of all ages to understand. Inappropriate behaviour is rare and when it occurs sanctions are swift and consistent. A ban on playing football for one day was considered by the relevant pupils as a fair and appropriate punishment, emphasising the need to behave appropriately in play as well as in class. There are no recorded instances of racism or bullying. In recent years, no pupils have been excluded.
- The school provides good opportunities for the pupils to take responsibility. Pupils help each other through the 'Buddy' system, Playground Friends and running the tuck shop. They contribute to the smooth running of the school in many ways including helping in the office at lunchtimes, collecting registers and tidying play equipment. Year 5 pupils were observed putting away benches and tables after lunch. These opportunities help instil in the pupils a sense of working in a community, in teams and for the benefit of others.
- The school has actively sought ways to widen the pupils' knowledge and understanding of other cultures beyond their rural English environment. A whole school visit to the Commonwealth Museum gave pupils of all ages an opportunity to understand life in a wide range of diverse

countries and the link with a Kenyan orphanage enables the pupils to correspond with those who are significantly less fortunate. The extent of the pupils' understanding is not limited to social and religious concepts. The link with an Irish school and subsequent trip to Ireland enabled pupils to experience new forms of recreation such as hurling.

11. The provision for spiritual development is very good. There are strong links with the local church and the caring ethos pervades all the school does. The moral and social development of the pupils is good. Pupils are encouraged to distinguish right from wrong and have learnt from the experience suffered by the whole school when a classroom block was destroyed by fire. They used the opportunity to explore, record and to try to understand their emotions in losing their work and workplace.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Overall, teaching is good, and mirroring this, learning is good. Thirty-two lessons or part lessons were observed; eight in the reception class; ten in the one infant class containing Years 1 and 2; 15 in the two junior classes containing Years 3/4 and Years 5/6.

Main strengths and weaknesses

- Lessons are well planned, and the use of assessment to inform variations in medium-term planning is good.
- Most of the time, pupil management is good and the pupils develop very good attitudes to their learning.
- Provision for the pupils with special needs is good and they achieve well.
- The higher-attaining pupils are not always sufficiently challenged intellectually.
- The pupils make good progress up to and including Year 4, but in Years 5 and 6 the pupils' learning, though satisfactory, is not as good.

Commentary

12. Schemes of work and examples of pupils' written records were used to assess the progress that the pupils were making and continuity between classes. Continuity was a key issue at the time of the last inspection, but the generally very good schemes of work now give clear guidance to teachers and this issue has been resolved well.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	15	11	1	0	0

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

13. The highest quality teaching was in an English lesson in the infant class. In two sessions in the reception class and two citizenship lessons in the rest of the school, it was very good. Overall, the better teaching was seen mainly in the Foundation Stage, the infant class and the class containing Year 3/4 pupils, but in a full literacy lesson in which the Year 6 pupils were the focus of attention, the teaching and learning were both good. The characteristics of the better teaching include: very good use of assessment to inform planning; good adherence to very good schemes of work; good attention to the requirements of special needs pupils; generally good planning to meet the needs of mixed age groups in each class. Where teaching is satisfactory but not good, this is because the needs of the higher-attaining pupils are not always met well enough. Overall, the teaching is good in the Foundation Stage and the infant class and satisfactory in the junior years. Because of the preponderance of good and better teaching, the teaching is good overall.

14. Learning is good overall. The pupils make best progress in the Foundation Stage and the infant class leading to high national test standards at the end of Year 2. In the junior classes progress is maintained at a good pace in the Year 3/4 class where the pupils have spent three years in the school learning good habits. The Year 5/6 class contains some challenging pupils. Some have been transferred to the school for a fresh start. Current standards in the Year 6 age group are close to the national average expectation. Generally the teachers show satisfactory subject expertise. It is developing well in ICT, particularly with the use of interactive whiteboards, but was less secure in problem solving in mathematics. Good use is made of teaching assistants to support pupils with special needs and those who need a boost to accelerate progress, for instance, in literacy in Year 1. In a Year 6 science lesson the assistant was preparing resources and materials and supporting the teacher well in delivering the lesson.
15. Homework is used satisfactorily to support the learning in school. Too often, especially in the junior classes, the pupils sought the help of the teacher when persistence and independent learning would have increased understanding. Nevertheless pupils work well together. The assessment of the pupils' work is thorough and constructive and, overall, very good. Clear targets for improvement are set for all pupils and the overall evaluation of what has or has not succeeded in a lesson is used to inform planning. This is now a strength of the school, despite being a key weakness at the time of the last inspection.

The curriculum

The curriculum provided by the school is **good**.

Main strengths and weaknesses

- The very good range of extra-curricular activities, visits and visitors makes a very positive contribution to an enriched curriculum.
- There are good cross-curricular links and themed weeks.
- There is very good curricular provision for the under-fives.
- There is very good curricular provision for pupils' personal, social, health and citizenship education.
- Some schemes of work in some years are not always interpreted in the most challenging and demanding of ways to meet the needs of the higher-attaining pupils.

Commentary

16. The school provides a broad and balanced curriculum, which meets all statutory requirements and reflects the aims, objectives and church affiliations of the school. The curriculum has improved since the last inspection, with the development being good. The curriculum covers all areas of the National Curriculum and the locally Agreed Syllabus for religious education adopted by the school. The school has dealt with all the areas for development identified in the last report, including the need to fulfil all statutory requirements for ICT. The length of the school week meets national recommendations, with appropriate time being devoted to individual subjects.
17. The curriculum provided for pupils in the Foundation Stage is very good. It enables pupils to work towards the achievement of their early learning goals and fully prepares them for entry into the National Curriculum. The curriculum for English and Mathematics follows National Literacy and Numeracy guidance and is used in an effective manner to promote learning. Science and a number of other subjects are guided by nationally recommended documentation. The school uses a commercial scheme of work for music, and its own scheme of work for physical education. A number of the foundation subjects are delivered on a two year rolling programme in order to avoid repetition. There are good cross-curricular links between subjects. The curriculum for pupils' personal, social, health and citizenship education (PSHCE) is very good

and is delivered in a highly effective manner. The school governors have suitable policies for sex education and drugs awareness. These aspects of the curriculum are delivered within science lessons, PSHE and citizenship lessons and at specific times in Years 5 and 6.

18. Strategies to ensure that all pupils have equality of access to the planned curriculum and extra-curricular activities are securely in place. Planning for all subjects is good, with medium-term and weekly plans providing guidance for the development of pupils' knowledge, skills and understanding. The curriculum provided for pupils with special educational needs is good, with good support from teachers and learning support assistants ensuring that all pupils make good progress. There is a list of gifted and talented pupils. Funding from the LEA provides these pupils with additional activities at weekends and in the holidays. However, they are not always challenged sufficiently to meet their potential in lessons, particularly in Years 5 and 6.
19. There is a good whole school Action Plan, which identifies areas for improvement in individual areas of the curriculum. There are now policies and schemes of work for all subjects, with all subjects having a leader. Teachers are usually responsible for more than one area of the curriculum. Although subject leaders have monitored the teaching of their subject in the past, the headteacher is currently fulfilling this function. Governors have also visited individual classrooms to monitor the school curriculum. There are no identified members of staff with responsibility for the development of literacy and numeracy across the curriculum, with it being accepted that these two areas of the curriculum are the responsibility of all teachers.
20. The curriculum is enriched by a good range of visits to places of educational interest. The school benefits considerably from a number of visitors to the school. These include members of the local clergy, visiting theatre companies and an artist in residence. The school provides pupils with a very good range of extra-curricular activities, including both sporting and musical activities as well as an ICT club, a craft club and a French club.
21. The school has good links with its main receiving high school, with pupils in Year 6 being given the chance to visit the school for 'taster' days. The timetable is suspended for one week each half-term in order to provide a theme week. The school currently makes good links with schools in Ireland, Kenya and Jamaica. These links have a positive impact on the curriculum and support the school's application for international status.
22. Accommodation is satisfactory, though space is at a premium with the school having to use the village Memorial Hall and local sports facilities for some lessons. Staffing in the school is satisfactory with a good a balance between established and new members of staff. Resources within individual areas of the curriculum are satisfactory.

Care, guidance and support

Provision for the welfare, protection, health and safety of the pupils is very good. The school provides very good levels of support, advice and guidance for its pupils. There are very good arrangements for the school to seek and act upon the pupils' views.

Main strengths and weaknesses

- The pupils feel secure and safe in an environment that supports learning.
- Thorough assessment procedures ensure well-targeted support, advice and guidance.
- The school's development is influenced by the valued opinions of the pupils.

Commentary

23. The pupils feel safe in the secure and compact site, which has benefited greatly from the completion of the new classroom block. The site will be further enhanced when the accommodation for pupils with special educational needs, and the garden, with a much needed shady area, are completed. Electrical and fire fighting equipment are regularly maintained and fire evacuation procedures appropriately rehearsed. Appropriate policies are in place covering health and safety and child protection, though the regular reviews of such policies are not systematic. Being the recipient of a Healthy Schools award there is an emphasis on leading a safe and healthy life, which permeates all that the school does. The pupils understand the need to eat healthily and are encouraged by an appropriately stocked tuck shop. Road safety is a current focus of the school council, 'The Farrington Forum'. Extensive risk assessments are undertaken such as for the recent trip to Ireland.
24. The adults know all the pupils well and monitor their progress thoroughly through a comprehensive assessment process. The detail of each assessment ensures appropriate care and guidance for all pupils and especially those with special educational needs. This extensive provision enables the progress and needs of pupils to be tracked as they move up through the school, ensuring challenging target setting with sensitive guidance and support. The arrangements for the induction of new pupils are very effective both into Reception and mid-term throughout the school.
25. The Farrington Forum has been in existence for a year and provides a very good process through which the pupils express their views and influence the development of the school. The representatives are elected from every year group including Reception, and are encouraged to be representative, and express the views, of their peers. Pupils described how they had suggested ideas, which are being implemented, such as the introduction of a pets' corner, as well as responding to requests for their views about the design of the new garden. Difficult and sensitive issues have been discussed giving the children an opportunity to show a good level of maturity. The school values the views of the pupils and acts upon them. A sensitive enquiry was made of a class to assist in the decision regarding a recent staff appointment.

Partnership with parents, other schools and the community

The partnership between the school and the parents is good. There are good and effective links with other local schools. The school works well with the community.

Main strengths and weaknesses

- The strong partnership between parents and school contributes to the pupils' learning and the school's development.
- Parents appreciate the carefully planned induction arrangements.
- The school plays a full part in the life of the local community.

Commentary

26. Parents are well informed about school life through periodic newsletters, detailed reports, meetings and the very good informal contact with the staff, particularly the headteacher, at the school gate. The accessibility of the staff contributes to the strong partnership the school enjoys with the parents. Though a minority of parents felt that their views or concerns were not considered or addressed, the school takes the initiative in seeking parents' views. Parents were invited to a meeting to contribute to the drafting of the Strategic Plan, which was ultimately written in collaboration with them. They are encouraged, and were seen to visit the school, to discuss any aspect they wish with any of the staff. Parents receive very detailed reports, which include relevant targets by subject but which do not currently provide an opportunity for written parental comment, though they will do shortly. The Governing Body is well supported by very active parent governors, and many other parents assist in school in a less formal manner. Parents' meetings are well attended and The Friends raise significant funds for the school, directly enhancing the facilities for pupils' learning.
27. The school takes very good care to ensure that new pupils settle in quickly and effectively. This enables pupils to start learning efficiently and with minimum disruption or distraction. The school has good links with the local playgroup. The new reception pupils visit the school beforehand and there is a well-planned meeting for new parents. Parents are given an introduction not only to the staff and school but also to the curriculum. They are clear as to what is expected of them and their children. Pupils arriving later in the school are welcomed and accepted, whatever their background, by staff and their new friends, reflecting the friendly caring ethos of the school.
28. The school is an integral part of the community, and benefits from use of the Community Hall, playground and large playing field. The Friends organise a large number of wide ranging fundraising activities, which are so well supported by the community that they have become the hub of the village's social life.
29. The links with local schools are strong, particularly with the small village primary schools. Shared training days and staff meetings contribute to good staff development and booster clubs and sports days enhance the opportunities for the pupils to achieve and compete.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good.

Main strengths and weaknesses

- The headteacher is providing very good leadership.
- The governors fulfil their role effectively.
- There is very good subject leadership in some subjects.
- The teachers' subject expertise is not deployed as well as it might be in the junior years.

Commentary

30. The governors are well organised, keen and committed. They have been gradually increasing their influence in the school, and are aware of their responsibilities and accountability. They are very supportive of the headteacher, but are conscious of the need to be a critical friend to improve standards. The finances are well managed to meet the needs of the pupils and the school's development plan. The school has recently been allowed to set a deficit budget, taking into account the good carry-forward balance and the very good support from the parents and the community to ensure that it is not overspent.

Financial information for the year April 2003 to march 2004

Income and expenditure (£)	
Total income	240,427
Total expenditure	219,749
Expenditure per pupil	2,616

Balances (£)	
Balance from previous year	20,678
Balance carried forward to the next	20,328

31. The headteacher is a very good leader. She is involved, energetically, in all aspects of the school's life: taking team games; accompanying investigation walks; sharing the excitement of science investigations; working closely with all the staff. She sets, in consultation with her staff and governors, suitably challenging targets, but these are sometimes undermined by pupil mobility. Under her leadership the school is very good at including all the pupils fully in every aspect of the rich and varied school life. She was appointed internally after the last inspection and the school has made, and continues to make, good progress under her leadership.
32. The subject co-ordinators have prepared good schemes of work to guide their colleagues, and in several subjects there are very good annotated portfolios of work to indicate expected standards. There are, however, too few opportunities for subject co-ordinators to work alongside colleagues to get a feel for how their subjects are being taught and learnt. Nevertheless, the very good assessment schemes allow the subject co-ordinators to keep a close track on the progress of all the pupils. Overall, the quality of subject leadership is good.
33. The needs of the pupils with special educational needs are met well. There are also good booster classes in, for instance, handwriting and spelling. The teaching assistants are deployed effectively and make a good contribution to the pupils' learning. There is a good balance of subject expertise amongst the staff, but this is not used to full advantage to stimulate and support the higher-attaining pupils, especially in the top class. The opportunity to use the teachers as consultants and to encourage the pupils in their independent learning is not yet well enough developed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision in the Foundation Stage is good. Children are admitted to the school in September of each year following a sensitive and well-planned induction programme during the summer term. Almost all of the children join the school having attended the village pre-school, with which the school has very close links. The attainment of children on entry to the school is average. This is the same as at the time of the last inspection in 1998. The quality of teaching and learning is good and there are very good assessment procedures to track the pupils' progress. Planning is thorough and teachers ensure that the children have a rich variety of experiences over the course of the year. The children achieve well and have a very positive attitude towards school. By the time the pupils move on to Year 1, standards are generally average, although above average in knowledge and understanding of the world and personal, social and emotional development. Parents are kept up to date with their child's progress and meetings are held to discuss and review the targets set within the foundation stage profile. By the end of the year most children achieve the Early Learning Goals and are exceeding them in personal, social and emotional development, knowledge and understanding of the world and in the speaking and interaction strands of communication, language and literacy.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Opportunities for pupils to work independently are very well planned and managed.
- Children are encouraged to form good relationships with others and to be part of the school community.
- Children have good opportunities to learn about other cultures.

Commentary

35. Children have the confidence to try new activities and to talk about what they are doing. They settle quickly when given a range of activities to choose from, and most children maintain concentration throughout a task. They integrate well with the Year 1 pupils during afternoon sessions and participate in whole school initiatives taken by the school council. They enjoy finding out about other beliefs and cultures, for instance, when learning about the Jewish observance of Shabbat.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good procedures for developing children's writing and reading skills.
- Children are given good opportunities to develop their speaking and listening skills.
- Teachers use, and encourage children to use, a wide range of vocabulary.

Commentary

36. Good attention is paid to the development of the children's reading skills; they know that books convey information and they are aware of fiction and non-fiction books. Children use their knowledge of letter sounds to build and write words and use letter names and sounds confidently when speaking. There are good opportunities for children to write as part of their play and children's writing is encouraged and valued: for example, labels created by the children are displayed in the role-play area. Most children are confident when speaking although they are not always ready to listen to the views of others. Teachers encourage the children to use a wide range of vocabulary, for instance, talking about the pupa when finding out about the life cycle of a butterfly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's counting skills are good.
- There are good opportunities for pupils to develop their understanding of shape, space and measures.
- There is too little emphasis on developing the children's number calculating skills.

Commentary

37. Children count confidently to ten and beyond and make sensible estimates: for example, when estimating the number of steps needed to walk to a certain point. They name common two-dimensional shapes such as circle, triangle and square and explore the properties of shapes when, for instance, using regular hexagon tiles to construct a honeycomb pattern. There are good opportunities for children to apply their mathematical knowledge: for example, when thinking about the number of pieces of bread needed to make honey sandwiches and when cutting each one into four triangles. Children confidently use language such as 'more' and 'less' when comparing two numbers and, when asked, give the number that is 'one more' or 'one less' than a number up to and sometimes beyond ten. However, children do not receive enough support in developing appropriate strategies when counting on and counting back. Resources such as number lines and tracks should be used more frequently to reinforce the concept of counting on and back.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There is good provision of outdoor play equipment.
- Good emphasis is placed on the importance of keeping healthy.

Commentary

38. Children use simple tools such as scissors with care when, for instance, cutting out material and paper to contribute to a mini-beast collage. They have good access to outdoor play equipment both within the school playground and in timetabled sessions in the adventure playground, allowing them to develop control when, for instance, sliding, swinging and balancing. The outdoor play area adjacent to the Foundation Stage classroom gives the children opportunity to use large construction equipment safely and to move freely between

indoor and outdoor activities. Children have a good understanding of the importance of keeping healthy and appropriate attention is paid to such practices as washing hands.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a wide range of opportunities to develop skills in music-making, art and making models.

Commentary

39. Good use is made of the art area for children to explore using materials and media to create their own constructions and pictures. Children enjoy creating pictures and models linked to the topic being covered; for example, designing and creating mini-beasts using factual information to inform their work. They create props and labels to support their role-play and use their imagination well, when, for instance, writing a story in the independent writing area. They enjoy singing simple number rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are very good opportunities for children to develop communication skills.
- Children are encouraged to ask questions about why things happen and to find out about the environment.

Commentary

40. Children use the computer confidently to create pictures and patterns and to consolidate their understanding of number and language. They use the mouse confidently to control the screen and print their work unaided. When they have finished their work they understand the need to clear the screen ready for the next person to use. During a very good lesson the children entered a simple program into a floor robot to move forward and backwards across the room. They used a number of key skills effectively to think through the process, for instance, estimating the distance in steps that it would need to move and understanding the idea of repeating the movement in the opposite direction to return to the starting point. Children are aware of their surroundings and teachers encourage them to question what they see, hear and read. They use non-fiction books well to find factual information, for example when finding out about mini-beasts and they are introduced to, and encouraged to use, a wide range of vocabulary.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The pupils achieve very high standards by the end of Year 2.
- Good teaching enables the pupils to achieve well in their learning.
- Higher-attaining pupils are not always sufficiently challenged, especially in the junior years.
- Good use is made of the National Literacy Strategy to raise standards.
- There are too few opportunities for pupils to explore and write about factual materials.
- There are limited chances for pupils to use re-drafting skills in order to improve the quality of their work.

Commentary

41. The pupils' attainment upon entry into Year 1 is average. Pupils make very good progress in Years 1 and 2 with the result that standards by the time pupils are seven are well above average. This was reflected in the most recent national assessment tasks in 2003 when standards were well above the national average and above average when compared with schools with a similar intake. Standards in Years 1 and 2 have improved since the last inspection. Standards in Years 3 to 6 have improved over the last five years and are currently close to the average national expectation.
42. Pupils make good progress in Years 3 and 4, but lack of an imaginative and challenging English curriculum in Years 5 and 6 results in a slowing down in progress with standards at the end of Year 6 being no more than average. This was shown in the 2003 national tests when standards were average, and well below average when compared to schools with a similar intake. However, the number and capability of the pupils fluctuates from year to year and, with only eight pupils taking the Year 6 tests in 2003, the statistics may not be reliable. Scrutiny of the work of pupils in the current Year 5 indicates that standards are likely to rise in 2005. Good support from teachers and learning support assistants ensures that pupils with special educational needs make as much progress as other pupils.
43. Most pupils in Years 1 and 2 listen with interest to their teachers and friends and are keen to make an active contribution to oral activities. Teachers use good questioning skills and give pupils the chance to talk about the work they are involved in. As a result of this good provision, standards in oral skills by the time pupils are seven are above average. Most pupils continue to make good progress in their oral skills in Years 3 to 6, though not all pupils, in particular boys, are good listeners. The pupils develop their oral skills within role-play activities, assemblies and school productions. Although the majority display good social oral skills, a number of pupils are less confident when asked to speak in a formal situation. Standards in orals skills at age eleven are nevertheless good and above the average national expectation.
44. Phonics is taught well in Years 1 and 2 with a structured reading scheme being used effectively to promote reading skills. Pupils also engage in good guided-reading activities in order to develop their comprehension skills. As a result of this very good provision the majority of pupils are well above average in reading by the end of Year 2. Good progress takes place in Years 3 to 6, with pupils being given access to a good range of literature and regular opportunities to engage in silent reading activities. Standards in reading at the end of Year 6 are above the national expectation.
45. Although a number of pupils arrive in Year 1 with the ability to string words together to make simple sentences, some also have problems in their handwriting skills and the ability to express themselves in writing. Basic English skills are well taught in Years 1 and 2 with pupils using them in an interesting and demanding range of writing activities. As a result of this good provision, standards in written work for pupils aged seven are well above average.

Pupils continue to make good progress in their writing skills in Years 3 and 4, though an undemanding writing curriculum in Years 5 and 6 results in progress declining and standards

by the time pupils are eleven being average. There is over-emphasis in Years 5 and 6 on the development of the basic English skills of grammar and punctuation by doing isolated exercises, rather than through report and imaginative writing activities. Much of the written work in Years 3 to 6 is of a literary nature with too few opportunities for pupils to explore factual materials and to consider how information can be conveyed in different forms. Too little use is made of word-processing skills. Although pupils plan their work well, there are few chances for pupils to re-draft their work in order to improve its quality in terms of content, style, detail and the use of more descriptive language.

46. The quality of teaching and learning is good, ranging from satisfactory to excellent during the period of the inspection. The good progress made in the majority of lessons is enhanced by pupils' positive attitudes to work and their wish to learn. Teachers use and apply the National Literacy Strategy well to promote standards in the subject. Occasions were observed where activities were pitched towards the lower of the two years in the class, with the result that older and more able pupils were not always appropriately challenged. Where teaching is good and better, teachers have high expectations of all pupils and ensure that activities challenge pupils of all ages and abilities.
47. Leadership and management in the subject are satisfactory. The school has put into place a good scheme of work for English, though not all teachers interpret it in the most imaginative and challenging way. The school uses a good range of assessment procedures to identify pupil's strengths and weaknesses and to provide them with targets for improvement.

Literacy across the curriculum

48. In the infant class, the recent marked improvement in writing standards reflects the emphasis placed on developing this key skill across the curriculum. In the junior years, whilst there are occasional opportunities for pupils to develop writing skills in history and geography, there is less emphasis on this key skill.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- In the infant class there is good emphasis on investigating and understanding number concepts.
- Standards by the end of Year 2 are above average.
- Throughout the school there is insufficient focus on developing pupils' problem solving skills
- There is too often a lack of challenge for the more capable pupils.
- There is a lack of a consistent approach to the teaching of calculation skills, especially in the upper junior years.
- Resources are deployed effectively to support learning.

Commentary

49. Pupils' attainment is about average when they join Year 1, and they make good progress through the infant years. By the end of Year 2, standards are above the average national expectation. Standards by the end of Year 6 are broadly in line with the average national expectation. This is an improvement since the last inspection in the infant class. The good progress started in that class is an indicator of the overall improvement feeding through the school but which has not yet reached the top class containing Years 5 and 6.
50. Although pupils' achievement is good in the infant class and satisfactory overall, the more able pupils in each class achieve less well. This is due to the limited opportunities to apply their

knowledge and skills in problem solving situations. Too often teachers suggest the strategy to be used to solve the problem without allowing the pupils to determine their own approach. This inhibits the opportunity for the pupils to think through the problem in their own way. Especially in the upper junior years, pupils are too quick to put their hand up and ask for help rather than thinking through a problem.

51. Teaching in the infant class is good. The teacher plans her lessons thoroughly and resources are deployed well to help pupils to understand the concept being taught. This was particularly evident in a Year 1 lesson where pupils were experimenting with perspex cartons and buttons to investigate different arrays for various numbers. Pupils were starting to appreciate the connection between repeated addition and multiplication and to discover such facts as four lots of three gives the same answer as three lots of four. Teaching in the junior classes ranges from good to unsatisfactory and is better in the lower junior years. Where the teaching is good, activities are matched effectively to the pupils' needs and lessons are well structured to focus on the differing ages and ability levels within the class. Good use is made of resources to support learning and pupils are expected to work independently when not working directly with the teacher. The use of ICT to support learning needs further development. In the unsatisfactory lesson there was too little challenge for the more capable pupils in the upper of the two year groups in the class. Lessons are planned to match the ability of the younger pupils within the class and the older, more able pupils spend too long recapping work already understood.
52. Throughout the school pupils demonstrate a good understanding of the number system. They chant their tables in the infant years and are confident using their two, five and ten times tables. Practical opportunities to explore other multiplication tables, for instance looking at the pattern created on a hundred square for the three times table, are given to pupils in Year 2 and some of the more able pupils have the confidence to complete multiplication squares for beyond this. Pupils are confident when adding and subtracting numbers mentally and, in the upper junior years, use formal recording methods for multiplication and division. Where there is a weakness, it is that teachers are not consistent in their approach to teaching basic calculation skills and pupils do not develop confidence in using a range of strategies when carrying out calculations. This hinders pupils from choosing the most appropriate way to solve a calculation.
53. The subject is well managed with a thorough audit of strengths and weaknesses carried out at the start of the autumn term. This has formed the basis of the subject action plan and work is already underway, for instance, to develop pupils' problem solving skills. An essential factor in determining the success of this initiative will be to ensure that teachers are sufficiently confident in their own subject knowledge to allow pupils to devise their own strategies and approaches. There is a good process for assessing pupils' achievement and for setting and reviewing individual pupil targets in mathematics.

Mathematics across the curriculum

54. There are satisfactory opportunities for pupils to develop their numeracy skills across the curriculum. A good example of this is the collection and presentation of data for a "travel to school survey" conducted as part of the Personal Social and Health Education curriculum. Younger pupils are encouraged to answer questions relating to the days of the week and months of the year during registration time and pupils enjoy using computer programmes to carry out data handling activities such as presenting information in a pictogram. However, there are too few opportunities for pupils to solve mathematical problems within other curriculum areas to develop their problem solving skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject is very well co-ordinated and managed.
- Standards are above the average national expectation throughout the school.
- There is a good emphasis on investigation and experimentation.
- The higher-attaining older pupils' progress is sometimes limited by the subject expertise of the teacher.

Commentary

55. Standards are above the average national expectation throughout the school. The pupils enter the infant years from the reception class with well developed enquiry skills. They know that non-fiction books are sources of information. They show good skills in observing, drawing and emergent writing about mini-beasts and plants. This very good foundation is built upon effectively, with very well planned progress into concepts such as melting and dissolving, seen in a good infant class lesson. Continuing emphasis on writing and recording is encouraged by regular constructive marking. The further development of speaking and listening skills is managed very effectively in discussion about observations, explanations and predictions. In the junior classes, good progress is maintained in the Year 3 and 4 class, whose teacher is the science co-ordinator. In the top junior class progress is satisfactory. A transition lesson planned for overlap with the imminent secondary school curriculum was not treated seriously enough by the pupils, and the keener observation and recording skills were not being developed. The pupil management in this lesson was not good enough to derive full benefit from the investigation. In 2003, the national test results were similar to the average national expectation.
56. The quality of teaching is good in the infant and lower junior classes and satisfactory in the top class. Learning and the progress the pupils make are mainly influenced by the quality of the teaching. However, the very good organisation of the subject, and planning through the very good scheme of work, underpin progress and are a considerable and beneficial influence on learning. There is now a very good understanding of the need for investigation and experimentation. This gives the higher-attaining and more adventurous pupils the opportunity to extend their learning independently, but the progress they make is not always supported by sufficient teacher expertise, especially in the Year 5 and 6 class. The co-ordinator, though rarely able to observe colleagues teaching, monitors progress and keeps a very close watch on what is being covered, the resources used and the teaching approach adopted. There is a good range of resources to support the experimental approach, though the use of ICT to support learning is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses:

- There is a comprehensive scheme of work.
- The school has good resources that are deployed effectively.
- Assessment procedures are not yet fully implemented.

Commentary

57. Although insufficient teaching was seen in the infant class to make a judgement about the quality of teaching, the pupils' work shows that the requirements of the curriculum are being met and standards are close to the average national expectation. Teaching in the junior years is satisfactory. Teachers are learning to use the interactive whiteboards recently purchased

and pupils enjoy using the large screen when, for instance, moving a shape around a grid. Standards are close to the average national expectation by the time the pupils leave the school. The pupils enjoy searching on the internet when, for example, identifying plants collected on a nature walk, and they cut and paste pictures to accompany their writing when presenting work. They write instructions, for instance, to control a flashing light, and they consider the application of such programs in the wider community. The good practice of pupils saving their work into individual folders allows them to return to work previously done and for the teacher to monitor standards and progress. Pupils have limited access to email as a means of communication.

58. The school is well resourced having, on average, one computer for every eight pupils, with an additional three large interactive whiteboards. This is better than the national average. The management of this subject is good. The curriculum manager has worked hard since her appointment a year ago to produce a comprehensive scheme of work ensuring that the curriculum is fully delivered and that resources are well deployed. This is an improvement since the last inspection when inspectors reported that the school did not meet National Curriculum requirements. However, assessment procedures are underdeveloped. Although opportunities for assessing pupils' achievement and progress have been identified, the practice is varied across classes. Overall, however, good progress has been made since the last inspection and the school is now well placed to raise further the standards pupils are achieving.

Information and communication technology across the curriculum

59. The best use of ICT across the curriculum is through the interactive whiteboards in the two junior classes, and about to be provided in the infant class. The pupils understand the potential of this teaching aid and are confident using it when given the opportunity. The independent computers are used to different extents in various lessons, with a good range of support and learning programs across a range of subjects. The pupils show confidence and positive learning attitudes when using computers.

HUMANITIES

Provision for the humanities is **satisfactory**.

Main strengths and weaknesses

- The humanities make a positive contribution to pupils' spiritual, moral, social and cultural development.
- A number of topics covered by pupils are explored in a superficial manner.
- There are lost opportunities for pupils to extend their literacy skills in all three subjects, history, geography and religious education.

Commentary

60. Although only a few humanities lessons were observed, these, along with teachers' planning documents and examples of the pupils' written work, indicate that pupils make satisfactory progress in the three subjects and achieve standards broadly in line with expectations for their age or for the locally Agreed Syllabus. Leadership and management in all three subjects are satisfactory. There are schemes of work in place and good assessment procedures to identify pupils' strengths and weaknesses and to provide them with targets for improvement. Chances are given for pupils to take part in a good range of educational visits for religious education, geography and history in order to extend their knowledge and understanding. With its focus on the exploration of different cultures, countries and religions, and moral issues, the humanities make a positive contribution to pupil's spiritual, moral, social and cultural development. Standards in the humanities have been maintained since the last inspection.

Geography

61. It was possible to observe only one lesson in geography. This was in the Year 5 and 6 class as pupils considered the weather and climate of the Caribbean. A scrutiny of pupils' written work indicates that pupils cover all areas of the National Curriculum for geography, though a number of the topics are not covered in sufficient depth, with an over-reliance on photocopied materials. This is inadequate, especially for the higher-attaining pupils. Occasional opportunities are given for pupils to write in an imaginative way. This was shown in some written work in Years 5 and 6 where pupils followed the journey of Drip and Drop as they made their way from a cloudburst on a mountain to the sea. The school is currently developing exchange and communication links with a number of countries around the world, including Ireland, Kenya and Jamaica.

History

62. No history lessons were observed during the inspection. Pupils' written work shows that all topics in the National Curriculum for history are covered, though some quite superficially, several activities being undemanding, in some cases no more than the colouring-in of a picture. Occasional chances are given for the pupils to engage in simple research work as they gather evidence from the internet. Although one good example of understanding of the context and historical factors was observed in a pupil's written work, there are lost opportunities in history for pupils to develop their literacy skills.
63. Teaching and learning are at least satisfactory. Lessons in religious education and geography were well planned, organised and managed. Resources were used in an effective manner to promote learning, though there is a need for increased focus on the development of particular historical and geographical skills such as mapping, and the exploration and analysis of secondary historical resources.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- There are strong and effective links with the local church.
- Assemblies make a positive contribution to the subject.
- The pupils gain a good awareness of other world faiths.

Commentary

64. Examination of teachers' planning documents and a scrutiny of pupils' written work indicate that pupils are given the chance to respond to all areas of the religious education Agreed Syllabus as they explore Christianity and a range of world religions. Pupils consider the prophets, celebrations, special books and places of worship of these faiths and can appreciate how they impact on peoples' lives. Pupils in Years 3 and 4 were seen developing their knowledge of events in the life of Jesus and how He is visually represented in paintings and in a written form in the Bible. Pupils in Years 5 and 6 were developing a satisfactory understanding of Sikhism as they explored the life and works of its founder, Guru Nanak. School assemblies make a positive contribution to the subject. There are good links with the local church with the local vicar regularly visiting the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one **music** lesson was seen, in the lower junior class, taken by a visiting specialist. Though no overall judgement about teaching is possible, in the lesson seen it was satisfactory. The pupils were heard singing tunefully in that lesson, assemblies and in some classes at the beginning and end of

sessions, for instance in number songs. Though the visiting specialist brought a limited range of tuned percussion instruments, their use was not explored in sufficient depth, for instance to compose or create particular effects. There were records of successful school shows and involvement in concerts.

Art and design, Design and technology

Provision in art and design is **satisfactory**, and in design and technology is **good**.

Main strengths and weaknesses

- There is very good leadership and coordination of these subjects.
- The quality of work in design and technology in the junior classes is above average.
- Sometimes the opportunities for the pupils to experiment are too restricted.

Commentary

65. In art, evidence from the scrutiny of work and displays, shows that standards are similar to the average national expectation. The subject is very well led and coordinated. There is clear guidance for class teachers in the detailed scheme of work. All the required aspects are covered, including appreciation of the work of famous artists, and the progressive development of skills in a range of media.
66. Two design and technology lessons were seen in the infant class. The pupils were designing a coat for Joseph, linking well to religious education lessons. The pupils were following instructions closely and developing measuring, cutting and fabrication skills. However, the design element, taken from a commercial scheme, was limited to 'applique' work in the patterns on the coat. Standards in these lessons were similar to the average national expectation. No lessons were seen in the junior classes, but displays of some good work on moving toys, pop-up books and slippers, were at a good standard, above the average national expectation. The subject is very well led and coordinated, with a clear scheme of work, which ensures full coverage and sensible progression.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is a good range of extra-curricular sporting activities.
- The pupils have a positive attitude and enjoy the activities.

- The subject makes a valuable contribution to pupils' social development.

Commentary

67. From the lessons observed and scrutiny of the teachers' planning documents, it is clear that pupils make satisfactory progress in the subject and achieve standards in line with expectations for their age. Standards have been maintained since the last inspection.
68. Pupils in Years 1 and 2 make satisfactory progress in simple gymnastic skills as they develop the ability to travel over, across and through low-level equipment, including mats and benches. They also develop satisfactory ball control skills as they explore the striking and returning skills associated with tennis. Pupils in Years 3 and 4 extend their tennis skills as they move on to use them in the tennis courts at the local playing fields. Improving ball control and striking skills were the focus of a lesson in Years 5 and 6 as pupils worked on the over-arm bowling skills of cricket and how to return a ball using a bat. Pupils then moved on to incorporate these skills effectively in a game of non-stop cricket.
69. Although the lessons observed focussed on gymnastics and summer games, examination of teachers' planning documents indicates that the school fulfils all requirements of the National Curriculum for physical education. Pupils visit the local swimming baths, with all pupils fulfilling the requirement of swimming 25 metres by the time they are eleven. The standards achieved by pupils are influenced positively by their good self-discipline, their positive attitudes to work and the pleasure they display in their physical activities.
70. The quality of teaching and learning in the lessons seen was satisfactory, with good practice being observed in some activities. The lessons were well planned, organised and managed, with teachers using resources in an effective manner to promote learning, skills and understanding. Lesson objectives were shared with pupils with an appropriate emphasis on health and safety issues. Pupils shared good practice and developed individual skills within increasingly demanding activities. Pupils were encouraged to work as a team in order to succeed.
71. Leadership and management in the subject are satisfactory. The school has put together its own scheme of work for the subject with good assessment procedures identifying pupils' strengths and weaknesses and providing targets for improvement. The school provides a good range of extra-curricular sporting activities, with pupils taking part in inter-school competitions. Pupils also engage in problem solving and team building skills during a residential holiday. This makes a valuable contribution to pupils' social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- There is a comprehensive scheme of work and resources are deployed effectively.
- The school makes very good use of visitors from the wider community.
- Procedures for assessing pupils' progress are very good.
- There is very good curriculum leadership.
- The school is actively involved in local and national initiatives.

Commentary

72. A very good programme of work has been developed very effectively from a commercial scheme. The scheme is well supported by local professionals such as the nurse, policeman, veterinary nurse and road crossing patrol person, who come into school to meet and talk with

groups of pupils. The school has also established a good bank of books, artefacts and pictures to support the teaching.

73. Teaching was very good in the lesson seen in the infant class and good in the junior class lesson observed. Strong emphasis is placed on pupils developing good relationships with each other and on the need to respect other people. This was exemplified in a good Year 3/4 lesson in which pupils were learning about and discussing the concept of discrimination.
74. Pupils from each class are elected to the school council and have an active role in identifying priorities for development within school and in bringing about improvements. Recent initiatives have been to purchase play equipment and to establish a 'playground friends' system whereby older pupils support the younger ones whilst at play. A very good assessment procedure is in place with half-termly written comments and targets for development identified for each pupil.
75. There is very good leadership by the curriculum manager, who encourages members of the school to be involved in national as well as local initiatives. Recent projects have included the development of a school travel plan, bringing together members of the school community and the local authority to survey and implement an action plan for ensuring the welfare, health and safety of pupils as they travel to and from school. The resulting plan has been identified as an exemplar for other schools. The school meets statutory requirements in respect of its provision for sex and relationship education and drugs education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
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	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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