

INSPECTION REPORT

FEERING CE VC PRIMARY SCHOOL

Feering, Colchester

LEA area: Essex

Unique reference number: 115106

Headteacher: Mr G.Waters

Lead inspector: Mrs A. Pangbourne

Dates of inspection: 12th-14th January 2004

Inspection number: 256109

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	150
School address:	Coggeshall Rd Feering Colchester Essex
Postcode:	CO5 9QR
Telephone number:	01376 570296
Fax number:	01376 573209
Appropriate authority:	Governing body
Name of chair of governors:	Mrs H.J.Rowe
Date of previous inspection:	8/6/1998

CHARACTERISTICS OF THE SCHOOL

Feering CE VC Primary School draws its pupils from the village itself. The socio-economic circumstances of the pupils are mostly favourable. Children's attainments on entry are broadly average but cover the full range of attainment. There are very few pupils from ethnic heritages and none speak English as an additional language. At the time of the inspection, there were 150 pupils on roll. There were 20 pupils with special educational needs, ranging from moderate learning difficulties to speech and language difficulties. Four pupils have a Statement of Special Educational Needs, which is a high proportion. The number of pupils joining or leaving the school other than at the usual times is high because many parents commute some distance to work and tend to move according to where their jobs take them. Last year, the school received a Schools' Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23818	Alison Pangbourne	Lead inspector	The Foundation Stage Science Art and design Design and technology Religious education
13828	Ron Ibbitson	Lay inspector	
32456	David Musty	Team inspector	Mathematics Information and communication technology Music
17757	Judith Willis	Team inspector	Special educational needs English Geography History Physical education

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good** and it gives good value for money. Children enter the school with broadly average standards, but they cover the full range of attainment. By the time pupils leave the school at the end of Year 6, standards are above average overall. The quality of teaching is good and pupils achieve well. Pupils with special educational needs achieve very well. The school is well led and managed and the new headteacher has a very clear view for further improvement.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, information and communication technology (ICT) and art and design by the end of Year 6. Standards are well above average in science and speaking and listening. The high quality of the teaching contributes to this.
- Standards are above average in ICT and art and design by the end of Year 2.
- Pupils show very good attitudes to their work and behave very well and this contributes to the high standards.
- Very good support is provided by teaching assistants and they are valued members of the team.
- Pupils' spiritual, moral, social and cultural development is very good.
- Very good provision for pupils with special educational needs is led and managed very well.
- The monitoring role of the subject co-ordinators is underdeveloped and they could have a better understanding of standards, teaching and learning in their subjects through the school. This has already been identified by the headteacher as an area for development.
- More opportunities could be provided for extra curricular enrichment to further broaden the pupils' experiences.
- The outdoor play area for children in the reception class is too small to enable them to use climbing equipment and wheeled toys.

Overall, the school's improvement since the last inspection is good. It is more effective now than it was then. Standards have risen in science, art and design and ICT and high standards have been maintained in English and mathematics. There is more very good teaching and most of the many key issues have been successfully addressed. The monitoring role of the subject co-ordinators has not developed sufficiently.

STANDARDS ACHIEVED

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

A means that results were in the top five per cent nationally.*

Caution is needed in interpreting the data because the number of pupils in each year group varies and is sometimes small.

Achievement is **good** overall. By the end of Year 2, standards are average in reading, writing, mathematics and science. They are above average in speaking and listening. There are pupils with significant special educational needs in the year group and recent initiatives to raise standards in reading and writing are just beginning to impact positively on standards. Standards in Year 6 are

above average in reading, writing and mathematics and well above average in speaking and listening and science. Standards in ICT and art and design are above average by the end of Years 2 and 6. Most pupils achieve well. Pupils with special educational needs achieve very well because of the very good support they receive. Older pupils do very well in relation to similar schools. Standards in reception are average in relation to the goals children are expected to reach by the end of the reception year in all the areas of learning, with the exception of personal and social development, where they are above average.

Pupils' personal qualities are **very good** overall. They show very good attitudes to their work and behaviour is very good. Their **spiritual, moral, social and cultural development** is **very good**, as are attendance and punctuality.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall. The quality of teaching was good in all subjects where judgements could be made with the exception of science and ICT, where it is very good overall. In the best lessons, a very brisk pace encourages pupils to work very hard and to do a lot of work. Teaching assistants give very good support and make a major contribution to the quality of teaching. Very high expectations and challenging tasks mean that pupils learn well.

The curriculum is good overall with effective links made between different subjects. The school has identified the need to provide more extra-curricular activities to further enrich opportunities for learning. Children in the reception class are not able to use large play equipment because their play area is too small and this limits opportunities for physical development.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**.

The headteacher provides very good leadership. In the short time that he has been in post, he has already improved provision for special educational needs and, through thorough monitoring, identified strengths and areas for development for teaching staff. The deputy headteacher and co-ordinator for special educational needs set a very good example and work well with the headteacher.

Management is good. The role of the co-ordinators has not been developed to include monitoring of standards and teaching in their subjects and the headteacher has already begun to develop this. The work of the governing body is good. They have a good understanding of the strengths and areas for development in the school, and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work of the school. They particularly like the way that the school is led and managed and the good quality of the teaching. The inspection team agrees with them. Some parents felt that the school did not seek their views but the team found that the new headteacher seeks their opinions on a wide range of topics.

Pupils like school because they find out new things in lessons. They believe that they are expected to work hard and that they get help when they are stuck. The inspection team agrees with them.

IMPROVEMENTS NEEDED

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

- Ensure that subject co-ordinators have opportunities to monitor standards and teaching in their subjects to improve their understanding of strengths and areas for development.
- Enrich the curriculum further by improving the extra-curricular provision.
- Seek ways to improve the outdoor area for children in the reception class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall. There is no significant difference in achievement between boys and girls. Standards are average in reading, writing, mathematics and science and above average in speaking and listening by the end of Year 2. Standards are above average in reading, writing and mathematics and well above average in science and speaking and listening by the end of Year 6.

Main strengths and weaknesses

- Standards are above average in ICT and art and design by the end of Years 2 and 6.
- Pupils in Years 3-6 achieve very well in science because there is a strong emphasis on practical activities and on learning scientific vocabulary.
- Pupils in Years 1-2 are now achieving well in reading and writing because new initiatives are having a positive impact. They did not do so well last year.
- Pupils with special educational needs achieve very well.

Commentary

1. Most children start school with broadly average attainment and firmly consolidate and broaden their skills as they move through the reception class. Their social skills are well developed when they start school and this is built on as they move through the school. However, the year groups are sometimes small and the current reception class includes three times as many boys as girls. Many of these children have only just started school. Their current standards are broadly average but cover the full range of attainment. They are achieving well in lessons in response to the good teaching. Early signs are that most children will attain the early learning goals in all the areas of learning with the exception of personal and social development where they are likely to exceed them.

The tables shown in this commentary give average points scores for pupils. Each level in the National Curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
Reading	15.6 (15.1)	15.7 (15.8)
Writing	12.9 (15.4)	14.6 (14.4)
Mathematics	17.0 (17.9)	16.3 (16.5)

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

2. The 2003 results for Year 2 were above average for mathematics, average in reading and well below average in writing. Teacher assessments in science were broadly average. When the results are compared to schools with a similar number of free school meals they are well below average in reading and very low in writing, which indicates that they did not do well in these subjects. However, the number of pupils in the year group was small and a significant proportion had special educational needs. The number of boys was more than twice the number of girls, and boys nationally do not do as well as girls. The introduction of a structured programme to teach literacy skills has been introduced this year and standards in Year 2 are

rising in writing and are likely to be average this year. Standards for pupils in Year 1 also appear to be rising.

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

Standards in:	School results	National results
English	29.9 (27.4)	26.8 (27.0)
Mathematics	29.6 (29.8)	26.8 (26.7)
Science	30.0 (30.6)	28.6 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

- It can be seen from the table above that pupils do much better by the end of Year 6, although again year groups are sometimes small and can distort the data. They achieve particularly well in relation to those in similar schools. Standards this year are not quite as high as those reached in last year's statutory tests because last year's year group included nearly twice as many girls as boys. Girls nationally do better than boys and this was the case here. There are several reasons why pupils do well. The quality of teaching, although good overall, includes much that is very good, particularly in Years 5 and 6, and pupils are expected to work very hard. Careful assessment ensures that tasks are well matched to the needs of all pupils, including those with special educational needs and higher attaining pupils. In science, pupils achieve so well in Years 3-6 because of the strong emphasis on investigative activities, excellent teaching and the way in which lower attaining pupils and those with special educational needs are well prepared with the necessary scientific vocabulary. In ICT, standards are above average because very good teaching from the teaching assistant assigned to the subject means that pupils throughout the school receive a lot of individual and small group support. The strong emphasis on art and design and the way in which the subject is used to support other areas of the curriculum contributes to above average standards.
- Very good support is given by support staff and teachers for pupils with special educational needs. Work is very well matched to pupils' needs and builds steadily on previous learning so that they make very good progress throughout the school. This is an improvement on the good progress observed during the previous inspection.

Pupils' attitudes, values and other personal qualities

Very good attitudes and behaviour and high attendance contribute very positively to the standards attained. Pupils' spiritual, moral, social and cultural development is also very good.

Main strengths and weaknesses

- Pupils display very positive attitudes and a desire to work hard and learn.
- Behaviour, both in and out of lessons, is very good.
- Attendance and punctuality are very good.
- The development of pupils' spiritual awareness is very good and is reflected in the ethos of the school.
- Pupils' social and moral development is very good because staff encourage them to understand the difference between right and wrong and to respect each other's feelings and beliefs.

Commentary

- In lessons pupils respond very well and are keen to work very hard. They settle quickly to their work, listen attentively to their teachers and concentrate very well. These very positive attitudes are particularly noticeable at times of challenge and difficulty in lessons. In a challenging mathematics lesson on angles, for instance, where some pupils were experiencing difficulty in

learning to use a protractor correctly, very positive attitudes and concentration were maintained so that, by the end of the lesson, those pupils had achieved well. Such attitudes as these make a significant contribution to the good achievement of pupils, to the very good achievement of those with special educational needs, to pupils' social development and to the standards attained.

6. Behaviour, both in and out of lessons, is consistently very good as a result of the high expectations set by the school. Procedures are in place for dealing with poor behaviour, but no examples of such behaviour were seen during the inspection. Parent questionnaires show that most parents have positive views about behaviour in the school and these views are supported by the inspection team. On the playground, older pupils interact positively with those who are younger and examples were seen of them being supportive and caring towards children who were in their first few days in school. There were no exclusions in the latest reporting year.
7. Although children start school with well developed social skills, the school places good emphasis on developing these skills further. Children are expected to behave responsibly from their first days in school and they rise to the challenge. Consequently, they exceed the goals that they are expected to reach by the end of reception.
8. The pupils attend school regularly and punctually. The attendance rate is well above the national average and within the range of the top ten per cent of schools across the county.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	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.

9. Pupils acquire a very good understanding of the difference between right and wrong from an early age. In a Year 1 lesson, pupils discussed the story of Adam and Eve and identified that it was wrong to disobey. In circle time, pupils in Years 3 and 4 discussed issues of fairness, both on a personal and on a global scale, identifying unfair issues in the world.
10. Assemblies provide good opportunities for reflection on different themes and teachers plan interesting lessons that encourage curiosity and stimulate pupils' imagination. Through very good teaching and opportunities for discussion, pupils learn to respect the feelings, beliefs and values of others. Pupils' cultural development is good. There are well planned opportunities for pupils to learn about other cultures and faiths and compare them with their own. During the inspection, children in the reception class and in Year 1 learned about the Chinese New Year and cooked and tasted Chinese food.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables pupils to make good gains in their learning and achieve well. The good curriculum is enriched appropriately by a satisfactory range of extra-curricular activities. Pupils are cared for well and links with parents are very good.

Teaching and learning

Teaching and learning are good in the Foundation Stage, Years 1-2 and Years 3-6. Teaching and learning are good in all subjects where judgements could be made with the exception of science, where it is excellent for pupils in Years 3-6. Assessment of pupils' work is good.

Main strengths and weaknesses

- The very good and sometimes excellent teaching, mostly for pupils in Years 3-6, contributes very strongly to the high standards by the time the pupils leave the school.
- Teaching assistants support teachers very well and make a positive contribution to the high quality of teaching, particularly in ICT.
- High expectations and the very good use of teaching assistants means that children in the reception class have a good start.
- Where teaching is less successful, tasks are not always well matched to the needs of the pupils.
- Good assessment procedures are used well to ensure that tasks are well matched to the needs of all pupils.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	16	2	1	0	0

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

11. The best lessons seen during the inspection, mostly in Years 3-6, were characterised by very high expectations, a very brisk pace, very good subject knowledge and the very effective use of teaching assistants. The pupils know they are expected to work very hard and they rise to the challenge, showing an eagerness to learn. For example, in a very good history lesson for pupils in Years 3 and 4, they were very keen to discuss what they knew about the Vikings, responding enthusiastically to the teacher's 'open-ended' questions. In a very good religious education lesson in Years 5 and 6, the pupils worked very quickly in response to the very fast pace set by the teacher, covering a lot of new learning in the lesson. A very good music lesson, led by the headteacher, for pupils in Years 4 and 5, featured very good musical knowledge that encouraged the pupils to participate through very brisk pace and interesting activities. The excellent science lesson for pupils in Years 5 and 6 is described in the section for science.
12. Numerous examples were seen where teaching assistants gave very effective support to teachers in lessons. However, a particular strength is the way that teaching assistants take responsibility for teaching groups. For example, very good teaching was seen when the teaching assistant with responsibility for ICT taught groups. In these sessions, very good subject knowledge was shared effectively with the pupils who, consequently, made very good gains in learning. Every opportunity was taken to boost self-esteem. For example, pupils in Year 2 were encouraged to 'Be proud of your work and sign it.' An art lesson in Years 5 and 6, led by another teaching assistant was also judged to be very good. Again, very good subject knowledge and very high expectations meant that pupils were able to produce work of high quality. Several examples were seen where the teaching assistant for special educational needs gave very effective support. This support in withdrawal groups is particularly strong and is effective in developing pupils' self-esteem and confidence in their learning. Work in these groups lays the foundation for classroom work and ensures that pupils with special educational needs can take a full and active role in lessons. Very good teaching resources are well used to support their learning.
13. The way that reception children respond to their teacher's high expectations that they should act responsibly and be ready to learn contributes very positively to the very good attitudes seen throughout the school. Examples were seen where the teacher and teaching assistants worked very effectively as a team to extend learning. For example, as some children were in their first day at school, where others had been in school for a term, the teacher sometimes worked with

the older children on focused tasks while the teaching assistant ensured that the new children were settled and experienced a range of activities suited to their needs.

14. Examples of good teaching were seen in every class and a very small number of lessons were less than good. In these lessons, tasks were too challenging and a lack of clarity in explanation meant that pupils did not understand what to do, resulting in some confusion.
15. Teachers use their good assessment procedures to monitor progress and match tasks to the needs of the pupils. They record the National Curriculum levels each pupil is expected to reach and review them regularly. Pupils have their own small targets to work towards to give them an understanding of what they need to do to improve, and these are sometimes displayed on 'post-it' notes on a display board that is accessible to the pupils. The school is currently suitably reviewing and improving the way that pupils are involved in the setting of their targets.

The curriculum

The good curriculum is broad and balanced. It is currently enriched by a satisfactory range of extra-curricular activities. The accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Good links are made between different subjects.
- Talented teaching assistants make a significant contribution to the quality of the curriculum.
- There is very good provision for pupils with special educational needs.
- There could be more extra-curricular activities to further enrich the curriculum.
- The outdoor play area for children in the reception class is too small to enable them to use climbing equipment and wheeled toys.

Commentary

16. A particular feature of the curriculum is the way that teachers make good links between different subjects where it is appropriate to do so. This helps to make the curriculum more meaningful to pupils and consequently, is supportive of their learning. In the Year 2 class, for example, pupils chose a character from fairy stories that they had studied in literacy lessons to create a wallpaper pattern on the computer, remembering what they had learnt about William Morris in an earlier art and design lesson.
17. All classes are well supported by teaching and special educational needs assistants. These assistants often make a significant contribution to the quality of the curriculum provided. Not only are they used to ensure that the curriculum can be accessed by all pupils, including those with special educational needs and higher attaining pupils, but examples were also observed where individual assistants' skills and expertise were used to enhance the quality of learning. Such contributions were seen regularly in ICT and in a Year 5 and 6 art lesson in which pupils were taught to use thin wire to make models of insects.
18. The curriculum is well planned to meet the needs of pupils with special educational needs. They are very well supported in the classroom and in small withdrawal groups. This enables them to achieve very well in meeting the carefully planned targets in their high quality individual education plans. These plans are well used by teaching staff to plan tasks that meet pupils' needs, particularly where they are withdrawn for support in small groups. As a result, pupils with special educational needs develop high self-esteem and confidence and make very good progress in their learning. The co-ordinator for special educational needs leads well-focused planning sessions with teaching assistants identifying key vocabulary and concepts to be taught that relate to different areas of learning. This is very effective in developing pupils' knowledge and understanding. Specially prepared booklets relating to key science vocabulary are of a very high standard and provide a very effective teaching aid.

19. Although the curriculum is currently enriched to a satisfactory extent by a range of extra-curricular opportunities and activities, plans are in place to significantly improve the school's provision in this area immediately after the inspection.
20. Children in the reception class have access to their own play area adjoining their classroom. However, this is very small and provides insufficient space for children to use climbing equipment and wheeled toys. This limits their opportunities for physical development.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. It provides them with good support and guidance and the views of pupils are valued and acted upon.

Main strengths and weaknesses

- Effective arrangements are made for child protection.
- The school monitors how pupils are doing well and this leads to good achievement.
- The school actively seeks the views of pupils and acts upon them.
- There are good induction procedures for children starting school.

Commentary

21. There are good systems in place for dealing with child protection matters but staff would benefit from further training. Pupils say they feel safe in school and can discuss problems readily with their teachers. Teachers and teaching assistants are very caring, give good support and guidance, and give a high priority to pupils' needs. All staff know the pupils very well and provide good quality pastoral support and helpful guidance about academic progress. Individual targets are set for improvement and are shared with pupils. The school plans to improve the pupils' understanding of their targets to give them greater knowledge of their own learning. Pupils are well cared for, especially those with particular medical conditions.
22. Through the School Council and also through questionnaires the school has access to pupils' views. Younger pupils complete questionnaires together as a class while older pupils complete them individually. In all cases pupils' views are valued. A teacher is present to give guidance and support at meetings of the School Council, but pupils are encouraged to be independent and think for themselves. One of the decisions made recently was to run a healthy snack shop at lunch times.
23. Parents appreciate the good induction procedures that help children to settle quickly and happily into reception. Parents new to the school meet the class teacher as a group; where they are given details of school routines, advised of ways of helping their children to learn and receive a pack of introductory information to ensure that they can prepare their children well for school.

Partnership with parents, other schools and the community

The school's very good partnership with parents is a major contributor to pupils' learning. Good links with other schools and the community are an important factor in their development.

Main strengths and weaknesses

- The school is held in very high regard by parents.
- The quality of information for parents is very good.
- The school takes an active role in seeking and acting on their views.
- There are good links with the community and other schools.

Commentary

24. The school's very effective partnership with parents has a positive influence on pupils' learning at school and at home. Replies to the parent questionnaires sent out before the inspection indicate strong parental support for the school. Parents are very pleased with the school and with their children's progress.
25. Bright and informative newsletters are sent out weekly to keep parents aware of school events and activities. There are also class letters at the beginning of each term. The school prospectus and the governors' annual report to parents are well presented and both fulfil statutory requirements. Pupils' reports also meet statutory requirements and the school is considering further improvements to them to give parents extra information about their children's progress.
26. Parents' views are formally sought through questionnaires and informally through meetings. Their views are valued and acted upon, as for example the school's consideration to alter the times of the present 'surgery' system of consultation to allow both parents to attend. An active association of parents and friends (FOF) raises money for the school through events that also serve as social functions for the school, parents and the community. In response to a School Council request the association recently donated some playground equipment.
27. There are strong links with the village church and the community. In November, pupils joined in the remembrance service held in the cemetery opposite the school and afterwards wrote their reflections of Remembrance Day. Elderly local people are invited to the Christmas production and children from a local nursery are invited to the dress rehearsal. Several elderly people from the village come into school to listen to pupils read. Several parents also help in the school. Each morning there is an early reading session for 'reluctant readers' when parents listen to their children read. These contribute positively to the standards attained.
28. Links with other schools are good and enable a smooth transfer of Year 6 pupils to secondary school. All have visits to their chosen schools, where they have introductions to staff and participate in some lessons. Pupils participate each year with the main receiving school on a literary project. A particular strength is the school's involvement in a national sports initiative with local secondary schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very effective leadership. The leadership and management of the subject co-ordinators are satisfactory. Management is good, as is the governance of the school.

Main strengths and weaknesses

- The headteacher has a very strong commitment to continual improvement and in the short time that he has been in post has already introduced good initiatives.
- The governors have a good understanding of the strengths and areas for development in the school and provide both challenge and support.
- The co-ordinator for special educational needs provides very good leadership.
- The role of the subject co-ordinator has not been developed sufficiently to enable them to monitor standards and teaching in their subjects.

Commentary

29. Several areas of strength in the school are as a result of improvements initiated by the headteacher. He is well supported in these by the deputy headteacher and all staff in this small school. The strong sense of teamwork, where all adults, including teaching assistants, work

together means that there are few areas of weakness. The commitment that all staff show to the inclusion of all pupils, regardless of background or level of attainment contributes strongly to the very good ethos. Improvements have been made to the provision for pupils with special educational needs, with class teachers being more involved in their individual education plans. As a result, provision for these pupils is very good. The school enjoys a very good partnership with parents, who speak highly of the headteacher.

30. The headteacher swiftly identified that the role of the subject co-ordinator was underdeveloped. This has been identified as a priority on the school improvement plan and very clear actions to improve this are due to start shortly. A programme to improve standards in reading and writing for the younger pupils is firmly in place and inspection evidence shows that this is having a positive impact on standards. The headteacher's own monitoring of teaching has helped to inform his own evaluation of quality in the school and he has already identified strengths and taken steps to improve areas of relative weakness.
31. The co-ordinator for special educational needs ensures that teaching staff are well involved in the preparation of pupils' individual educational plans and these are carefully monitored by the co-ordinator to track individual progress. Very good systems of support are in place and these have a positive impact on pupils' achievement. The co-ordinator has a very good understanding of the role and clear plans for further development. For example, she is aware of the need to improve systems for early identification of pupils with special educational needs.
32. The governors are also key members of the team. They undertake their role as critical friends effectively, questioning and supporting. They know that the teaching assistants make a valued contribution to the quality of education provided and manage the budget carefully to provide for them. The large carry forward figure for last year accumulated because the school had deliberately budgeted to provide for new building works and an extra grant was unexpectedly available. Consequently there were more surplus funds than expected. Much of this has now been used to maintain the staffing levels and the current likely carry forward is small.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	469900
Total expenditure	490229
Expenditure per pupil	2953

Balances (£)	
Balance from previous year	82075
Balance carried forward to the next	61746

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision for children in the Foundation Stage is good. The previous inspection report made no reference to children of this age and so no comparisons can be made. Children start school with attainment that is broadly average, but covers the full range of attainment. Personal and social skills are well developed. They start school either in September or January according to when they have their fifth birthday. They begin coming to school in small groups on a part-time basis at first and gradually become full-time. At the time of the inspection, the younger children were in their first days at school with none of them attending full-time. All children achieve well in all the areas of learning because the quality of teaching is good and all adults ensure that the needs of all children are met. Children firmly consolidate and develop their skills. The contribution made by talented teaching assistants is of very high quality. The provision is well managed and children's progress is carefully monitored.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are on course to exceed the standards expected for their age by the end of reception because of the good teaching and the good emphasis placed on the development of these skills.
- Children respond very well to the expectation that they will behave very well and work harmoniously with each other.

Commentary

34. From their first days in school, children arrive sensibly, settling to look at a book while the teacher welcomes new children. They are encouraged to answer the register politely and they do so. Good manners are stressed at 'Snack Time' with children passing the fruit and asking permission to leave the table. The teaching assistant takes every opportunity to reinforce good table manners and children talk happily to each other while sharing out the plates and cups. Children are expected to say 'please' and 'thank you' when using the 'magic wand' to point to letters and numerals. They are expected to take turns while playing games and to share resources.
35. Numerous examples were seen where the children behaved responsibly and sensibly. They showed a particular maturity during an assembly that they helped to lead in front of the whole school. Even though some children were in their first day in school, all tried to join in with repeating their teacher's sentences and other children joined in with drum beats to music and danced with scarves.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good and there are regular opportunities to develop literacy skills.

Commentary

36. Most children are on course to reach the standards expected for their age at the end of reception and some will exceed them. Good emphasis is placed on literacy skills and children learn to identify sounds and build simple words through the use of the 'Early Reading Research' programme. In this programme children repeat the same sounds and words after their teacher during two sessions each day. During the inspection, children enjoyed joining in with the sounds whilst doing actions to reinforce the syllables in the words.
37. Good emphasis is placed on speaking and listening skills with children using puppets to tell the story of the Chinese New Year. The teacher and classroom assistants take every opportunity to develop language, asking questions to make children think; for example, 'Does a snake have ears?' Writing skills are developed through opportunities to write lists in the Chinese restaurant role-play area. Most older children can copy a sentence about the Chinese New Year and can write their names. Children use picture cues on the Chinese restaurant menu to read words such as 'prawns' and 'mushrooms'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are encouraged to use movement to reinforce their understanding of mathematical concepts and, as a result, achievement is good.
- Numbers are used well in other activities to reinforce learning.

Commentary

38. Most children are on course to reach the expected standards by the end of reception. Adults plan an interesting range of activities to promote mathematical understanding. For example, when children are asked to identify a number they are asked to write it in the air, to clap it quietly with two fingers or to draw the appropriate number of circles in the air. These activities help them to develop their counting skills.
39. All adults take every opportunity to reinforce mathematical concepts. For example, children learn 'left' and 'right' when playing a game to identify countries. During a story, children clapped the number of animals in the text and counted the number of puppets needed to act it out. They show the right number of fingers when looking at the items on the menu for the Chinese Take-Away. At 'Snack Time' children count how many children are ready and give out the right number of plates and cups.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The topic based approach enables children to achieve well because concepts are regularly reinforced.

Commentary

40. During the inspection, the children were learning about the Chinese New Year. They learned about Chinese paintbrushes through close observation and examined a globe and large map to identify China. They know that 'lucky money' is given in red and gold envelopes and enjoyed

counting the chocolate money brought to illustrate it. They try to use chopsticks to eat the 'stir-fry' they helped to make. Most children are on course to reach the goals expected by the end of reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The school makes every effort to ensure that children develop these skills but the outdoor area is too small for them to use wheeled toys or climbing equipment.

Commentary

41. It was only possible to observe a dance session in the hall for older children and so it is not possible to make a secure judgement on standards. Inclement weather meant that it was not possible to observe children in the playground. In the lesson seen, the quality of teaching was good and children learned to move responsively to music. A child with significant special educational needs took a full part in the lesson because of very good support from a teaching assistant. The small outdoor play area includes a tunnel for scrambling through and a small area with markings but it is unsuitable to develop children's physical skills.

CREATIVE DEVELOPMENT

42. It was not possible to make an overall judgement of provision or standards in this area of learning, but the work on display indicates that standards are as expected for children of this age. Work seen covered a range of media such as free painting, colour mixing, prints illustrating the story of 'Elmer the elephant' and fairies made from pipe cleaners and fabric. Children enjoy singing a range of songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in reading and writing and well above average in speaking and listening by the end of Year 6. Pupils achieve well because teaching is consistently good or better.
- New initiatives for teaching early spelling and reading skills in reception and Years 1 and 2 are having a positive impact on learning and standards are rising.
- Pupils with special educational needs are very well supported in learning to read and write and their achievement is very good overall.
- Opportunities for the co-ordinator to monitor standards and teaching across the school are underdeveloped.

Commentary

43. Standards in reading and writing are average by the end of Year 2 and achievement is good. There are several reasons why standards in Year 2 are rising and are likely to be significantly better in writing this year. Work in books indicates that pupils' standards were below average at the start of the year. However, new initiatives in teaching early word building skills and individual writing targets, introduced at the start of this academic year, are already beginning to have a

positive impact on standards. Pupils are now making good progress in lessons. However, there are limited opportunities for pupils to practise extended pieces of writing so improvement is not as good as it might be. A significant number of pupils in this year group have special educational needs and, although most of these pupils will not reach average standards, their achievement is very good. Standards in writing at the end of Year 6 have risen since the last inspection and standards in reading have been maintained. Pupils are very articulate and participate well in discussion and drama.

44. Teaching and learning throughout the school are good with some examples of very good teaching. Lessons are interesting and stimulate pupils' imagination and curiosity well. For example, pupils in Year 2 wrote interesting descriptive phrases when producing 'Wanted' posters for the wicked fairy in 'Sleeping Beauty'. Pupils in Year 6 extracted information about the characters in the story of 'Beowulf' and explored characterisation well through drama as preparation for writing character studies. Lessons are carefully planned to develop skills in reading and writing. A newly introduced focus on the development of phonic and spelling skills is greatly enjoyed by pupils and is already having a positive effect on standards in some classes. Pupils with special educational needs who are withdrawn for focused support in English achieve very well because of the high quality of support offered. A well-planned strategy to teach the key vocabulary linked to topics covered in lessons is very effective in developing knowledge and understanding so that pupils with special educational needs can participate fully in discussions and activities in the classroom.
45. The co-ordinator leads the subject well and has effectively introduced the above strategies to raise standards. She has monitored standards in reading and writing and this contributes positively to the standards attained. She has not yet been given the opportunity to monitor teaching and learning and the impact on standards. This has already been identified as an area for development.

Language and literacy across the curriculum

46. Pupils use their language and literacy skills well to support work in other subjects and English work is often linked well to other areas of the curriculum to make lessons both interesting and meaningful. For example, pupils in Years 3 and 4 used research skills well in a history lesson about the Vikings and studied texts about the Vikings when exploring the key features of information texts. Pupils wrote poems about the weather based on their geography work on different climates and different writing styles are used to record work in science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well, attaining above average standards by the end of Year 6. This is similar to the findings of the previous inspection.
- A variety of approaches secure the interest and engagement of all pupils who show very positive attitudes to the subject.
- Numeracy skills are developed well in other subjects.
- Leadership by the subject co-ordinator is good but there are insufficient opportunities to monitor standards and teaching throughout the school.

Commentary

47. Standards are broadly average by the end of Year 2 and pupils are achieving well. A significant number of these pupils have special educational needs. Pupils currently in Year 1 are on course to reach above average standards. Pupils achieve well throughout the school as a

result of the good teaching which was seen during the inspection. This teaching was typified by being well planned, having a clear purpose which was communicated well to pupils, by being brisk in pace and by providing an appropriate degree of challenge for all. In the best lessons, teachers used interesting methods in order to secure their interest and engagement. In a lesson on angles in the Years 4 and 5 class, for example, pupils were encouraged to move their bodies in order to reinforce the notion that an angle is a measurement of turning. The teaching in Year 6 is particularly clearly focused and well paced and prepares pupils well for the national tests. Where teaching was less successful, tasks were too challenging for the pupils and explanation was unclear, resulting in some confusion. Another factor contributing to the good achievement of pupils is their very positive attitude towards the subject. A number of pupils spoken to during the inspection described mathematics as being a subject that they enjoyed.

48. The subject co-ordinator leads the subject well. He has been instrumental in developing practice in mathematics and has a clear vision for how the subject can improve further. He is aware of the fact that there is a need to develop his monitoring of the subject across the school so that he has a better understanding of how mathematics is being taught, as well as the standards being attained, in other classes.

Mathematics across the curriculum

49. Mathematics is used well to support other areas of the curriculum with other subjects making a positive contribution to the development of mathematical skills. This is particularly noticeable in science and ICT. A Year 6 science investigation into how properties of different surfaces affect the height that a ball will bounce on them provided the opportunity to reinforce data handling skills. In a Year 2 lesson on forces, the teacher took the opportunity to remind pupils of previously learned knowledge about the properties of rectangles.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6 and pupils achieve very well because the quality of teaching is excellent. This is a good improvement since the previous inspection.
- Pupils have many opportunities to investigate for themselves and this contributes to high standards.
- The support provided for pupils of below average attainment and those with special educational needs impacts positively on standards.
- Opportunities for the co-ordinator to monitor standards and teaching throughout the school are underdeveloped.

Commentary

50. Standards are average by the end of Year 2 but pupils are achieving well. This is similar to the findings of the previous inspection. The increased emphasis on practical activities for the younger pupils has not yet impacted positively on standards. Good teaching for these pupils means that individual needs are well met and timely intervention effectively addresses any misunderstandings.
51. The emphasis that the school places on practical and investigative activities is a key factor leading to the high standards at the end of Year 6. Samples of work seen show that pupils in Years 5 and 6 conduct a range of investigations, including tests to find which ball will bounce best. Pupils in Year 3 investigate which kitchen roll is the most absorbent. The emphasis on learning through first hand experiences was evident in both the lessons seen during the inspection.

Example of outstanding practice

The quality of teaching for pupils in Years 5 and 6 was outstanding. It was characterised by the excellent use of resources.

Excellent use of resources and a very brisk pace helped pupils to learn the function of the heart and the effect of exercise and rest on their pulse rate. Pupils were asked to work in pairs to note what they already knew and what they would like to know about the heart. The teacher then answered their questions and challenged them to offer more, holding a model heart inside a 'skeleton', and at the same time eliciting the names of bones. Pupils were interested to hear that the heart pumps 200 ml of blood 70 times a minute and gasped in amazement as the teacher produced bottles of red liquid to show much that is! He worked with the pupils to compose a calculation on the board and challenged them to find out for homework how much blood the heart pumps in a lifetime! The use of a pulse metre and very clear explanation ensured that the pupils understood that when they took their own pulses before and after exercise the results might be inaccurate. The lesson moved on at a very brisk pace and by the end, all pupils had a very good understanding of the effect of exercise on their pulse rate through their own investigations.

52. In a good lesson seen for pupils in Year 2, they used their senses to describe features of plasticene. They worked well in pairs counting and tallying their pushes and pulls as they rolled it or pushed it into a rectangle. Skilled questioning by the teacher ensured that the pupils understood that they could make their push stronger by standing up. Very good support for pupils with special educational needs enabled them to take part fully in the lesson.
53. An interesting initiative introduced by a teaching assistant makes a significant impact on standards for pupils with special educational needs and those of lower attainment. Last year, this assistant made sure that these pupils were introduced orally to the scientific vocabulary that they would need to understand before they met it in lessons. She has now developed this further and pupils have attractive booklets including the relevant definitions with pictures for each strand of the curriculum. The most important terms are identified with a star. Pupils proudly used these booklets for reference in lessons. Initiatives such as these demonstrate the very positive contribution to standards made by teaching assistants.
54. The new co-ordinator provides satisfactory leadership and management. However, the issue from the previous inspection, where there were insufficient opportunities for the co-ordinator to monitor standards and teaching remains to be addressed. As a result, the co-ordinator has insufficient knowledge of the teaching in other parts of the school. This is a priority on the school improvement plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and the achievement of pupils is good.
- A very significant contribution is made by the skilled ICT teaching assistant.
- The leadership and management of the co-ordinator are both good.
- Good links are made with other areas of the curriculum.

Commentary

55. Standards have improved since the last inspection. A good scheme of work ensures that pupils develop the full range of skills in a systematic way as they progress through the school. Much emphasis is placed upon developing word processing skills by the end of Year 2 so that these can be used in later years, culminating in Year 6 pupils creating their own 'Power Point' presentations on a variety of topics.

56. The provision of the networked ICT suite two years ago has been a significant factor in ensuring that pupils have access to appropriate hardware and software. In addition to the suite, however, each class also has ready access to at least one additional computer, providing more opportunity for pupils to make use of their skills in other areas of the curriculum. An example of this was seen in a Year 5 history lesson in which pupils were able to use the classroom computer to access a database of information relating to characters from the reign of Henry the VIIIth, to which they had previously been introduced in the ICT suite. This provision helps to bring about the consistently good achievement.
57. Teaching observed during the inspection was consistently very good. The ICT assistant makes a significant contribution in teaching groups of pupils; having first observed the subject co-ordinator teach the particular unit of work. This is an innovative way of using staff to ensure that all pupils have regular access to very good teaching in the subject and has a significant impact upon standards attained within the school. Good support for pupils, including those with special educational needs, was also seen being sensitively provided in lessons by another assistant as well as a parent helper.
58. The leadership of the co-ordinator is good. She has a clear vision, communicated in a detailed action plan, of how she intends to improve provision for the subject further. She also demonstrates a determination to make things happen and an ability to make the best possible use of financial and other resources available from within the school as well as from external sources. The co-ordinator is aware of the need to further develop her monitoring role so that she has an even clearer picture of what is happening within her subject in other classes.

Information and communication technology across the curriculum

59. ICT is well embedded in many other areas of the curriculum. During the inspection several examples were seen. In the Years 4 and 5 class it was used to support pupils' mathematical skills, manipulating an on-screen protractor to help estimate and measure acute and obtuse angles. Pupils in the Year 2 class were taught to use computers to draw and colour pictures of characters from fairy stories they had studied in literacy lessons. They then transformed their original picture into a wallpaper design, in the style of William Morris studied in art, using the tiling facility within the software. Scrutiny of other work seen during the inspection revealed that links are also well made to support work in history, geography, music, science and personal, social and health education.

HUMANITIES

60. Religious education and history were inspected individually and are reported in full below. It was not possible to observe lessons in geography and so it is not possible to form an overall judgement about provision in the subject. Work was sampled.
61. Work scrutiny in **geography** indicates that standards are likely to be average by the end of Years 2 and 6. There is an appropriate scheme of work and planning indicates that skills are well developed throughout the school. There are good links with other areas of the curriculum. For example, pupils in Years 3 and 4 have been studying climate in different parts of the world and produced weather poems imaginatively describing conditions. ICT is well used in the subject to produce maps and posters.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good overall and pupils achieve well.
- There are very good opportunities for pupils to work together.
- Teachers and pupils are very sensitive to the views of others and answer questions thoughtfully.
- There are insufficient opportunities for the co-ordinator to monitor standards and teaching.

Commentary

62. Standards are in line with the requirements of the locally agreed syllabus, as was found at the time of the previous inspection. The school places good emphasis on working harmoniously together and this has a positive impact on learning. Teachers handle questions sensitively and this gives pupils confidence to share their views. For example, in a good lesson for pupils in Year 1, a pupil asked 'What does God look like?' while drawing a picture of Adam and Eve in the Garden of Eden. The teacher gently explained that no one has seen God and that he could decide. Another commented, after hearing the story of Adam and Eve, 'That wasn't very good at the end' and the teacher talked to him about disobedience.
63. In a very good lesson for pupils in Years 5 and 6, they worked in pairs to list as many of the Ten Commandments as they could. The teacher was very accepting of their ideas and sensitively led a discussion so that the pupils understood. When asked to rank the Commandments in order of importance, a pupil asked whether he should list them from God's point of view or his own. The teacher suggested that he do both and the pupil worked with his partner to compile his lists, discussing his reasons with his friend. When asked to compile family rules, pupils willingly offered rules such as 'Compromise and be fair' and 'Don't break promises'. Examples such as these show that pupils have a good understanding of religious values.
64. The co-ordinator provides sound leadership and maintains samples of work to show that pupils have an understanding of Hinduism, Judaism and Christian festivals and stories. These samples show good links with literacy with well-written poems and diaries about Jesus' life. However, opportunities to monitor standards and teaching in order to raise standards further are underdeveloped.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teaching is consistently good.
- Achievement is good in Years 1-2.
- Visits and visitors are used well to stimulate pupils' interest and develop their understanding of life in different periods in the past.
- Pupils make good progress in the development of research skills.
- Pupils in Years 5 and 6 have insufficient opportunities to consider reasons for, and results of historical events and changes.

Commentary

65. Standards are average by the end of Year 2 and Year 6 and have been maintained since the last inspection. Achievement is good in Years 1-2 and satisfactory in the rest of the school. No lessons were seen in Years 1 and 2 but work in books and on display indicates that pupils have made good progress in acquiring historical knowledge and understanding and in developing skills of historical enquiry. Pupils in Year 2 have learned about the Ancient Egyptians. They carried out research well using books and detailed pictures to extract key facts about life in

Ancient Egypt and worked in groups to record their work on different topics such as food, school and homes.

66. In the lessons seen for older pupils, they extracted information well from different sources to develop their factual knowledge and understanding. In a lesson about the Vikings, pupils in Years 3 and 4 made very good progress in their understanding of how evidence is used to help us understand the past. Pupils in Years 4 and 5 achieved well in devising questions they would like to ask Henry VIII, based on their prior knowledge and understanding. Pupils in Years 5 and 6 use the Internet, books and good quality worksheets to research life and famous people in the Victorian age. They demonstrate good knowledge and understanding of key facts and features and are able to compare Victorian society with the present day and note key changes that took place in the Victorian era. However, work in books and on display contains no evidence of pupils in Years 5 and 6 considering the reasons and the results of main events and changes in history.
67. Teaching has improved since the last inspection and skills of historical enquiry and research are now well taught. Leadership and management are satisfactory. A full scheme of work is in place and history is taught in blocked units alternating with geography. Pupils visit the local museum to enhance their studies of the Victorians and the Tudors and a visit from a Viking soldier is planned to support the work in Years 3 and 4.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Work was sampled in design and technology, music and physical education. It is therefore not possible to make a firm judgement about provision in these subjects because not enough teaching was seen. Art and design is reported in full.
69. No lessons in **design and technology** could be seen, but work on display and in the co-ordinator's file shows that pupils design and make a variety of products as they move through the school. Pupils in Year 1 design dragons, choosing their own style of decoration. In Year 2, they make jointed snakes and design and make a sarcophagus and a pyramid to support their work in history. Pupils in Years 3 and 4 design and make frames and older pupils design and make high quality shoes and slippers in a range of materials. Pupils in Years 5 and 6 make story boxes.
70. Two lessons were seen in **music** during the inspection. In addition, a discussion was held with the co-ordinator and singing was heard in assemblies and in the lunchtime choir. Of the two lessons seen the quality of teaching in one was satisfactory and the other very good. The very good lesson was well planned, clearly focused and managed with a good pace and considerable skill, making a very good contribution to pupils' learning about jazz rhythms. The singing heard in assemblies was lively and enthusiastic, being led by the headteacher skilfully playing the piano. The lunchtime choir, again led by the headteacher, who is also the music co-ordinator, is open to all pupils in Years 3-6 and was attended on the day it was observed by 12 boys and 20 girls. Pupils' musical ability was enriched by following a score to sing accurately in two parts. Further enrichment occurs through guitar, brass and woodwind lessons, as well as through shows and productions. In one assembly seen during the inspection, four pupils played their clarinets skilfully to the rest of the school. Piano lessons are starting immediately after the inspection and it is hoped that violin lessons will begin when a suitable teacher can be found. The co-ordinator has a clear vision of how he wishes to improve provision for music further, both in lessons and through extension of the enrichment opportunities available.
71. Only one lesson in **physical education** was observed so it is not possible to make an overall judgement about provision. However, in the Year 6 games lesson seen, standards were above average. Pupils demonstrated good understanding of the skills and techniques of football and netball and applied them well in practice. Scrutiny of documentation and discussion with the co-

ordinator indicate that all areas of the curriculum are covered. Pupils have weekly swimming lessons in Years 5 and 6 and records indicate that they attain or exceed the levels expected nationally. The subject is well led and managed and the co-ordinator is keen to take on new initiatives to develop provision further. The school is taking part in the national 'Schools Sports Co-ordination Programme' which develops good links with local secondary schools. The lesson observed was taken jointly by the class teacher and a visiting teacher from the secondary school and the quality of teaching was very good. Teams compete successfully with other schools in netball, football, athletics, rounders and cricket and the school is working towards the Active Mark and the Healthy Schools Award.

Art and design

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

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve well because the quality of teaching is good overall.
- Teachers have high expectations and encourage pupils to experiment and improve their work.
- Teaching assistants make a significant contribution to the standards attained.
- The subject is well led and it is used well to support other subjects.

Commentary

72. Standards have improved since the previous inspection and the subject has a high profile in the school. A significant factor leading to improvement is the role played by teaching assistants. A very good lesson for pupils in Years 5 and 6 was led by a teaching assistant. Very good subject knowledge and very high expectations meant that pupils learned how to form insects from wire from her expert demonstration. Pupils persevered with this challenging task, following the high quality sketches they had made after researching on the Internet. Very effective support from the teaching assistant and the class teacher resulted in a calm ethos where the pupils made very good gains in learning how to use the materials. In a good lesson for pupils in Years 3 and 4, teaching assistants gave good support, questioning pupils about their prints in order to help them improve. The opportunity to practise and experiment with their block prints before making their final print led to work of high quality.
73. Samples of work on display and in the co-ordinator's file clearly show how art and design contributes to other subjects. Examples include stenciled snow dragons in Year 1 to support work in personal, social and emotional development, paintings of Egyptians in history in Year 2 and observational paintings of trees to support work in science in Year 3. Older pupils paint portraits of themselves in the clothes that would have been fashionable at the time of Henry VIIIth.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. Only one lesson was observed in the class for pupils in Years 3 and 4 so no judgements can be made about overall provision. The school has an effectively planned and implemented scheme of work and helps pupils to develop a safe and healthy lifestyle and to interact positively with others. In a very good circle time for pupils in Years 3 and 4, led by the headteacher, the pupils explored the concept of fairness, showing good social and spiritual awareness. The School Council provides pupils with the opportunity to take part in the democratic process.

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	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
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).