

INSPECTION REPORT

HAYDON BRIDGE SHAFTOE TRUST FIRST SCHOOL

Haydon Bridge, Hexham

LEA area: Northumberland

Unique reference number: 122274

Headteacher: Mrs A Cox

Lead inspector: Mrs J Stephenson

Dates of inspection: 8th – 10th December 2003

Inspection number: 256369

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
Number on roll:	155

School address:	Haydon Bridge Hexham Northumberland
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Postcode:	NE47 6BN
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Telephone number:	01434 684309
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Fax number:	01434 684309
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Appropriate authority:	The Governing Body
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Name of chair of governors:	Mr J Drydon
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Date of previous inspection:	1 st June 1998
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CHARACTERISTICS OF THE SCHOOL

Shaftoe Trust is a smaller than average first school with an attached nursery. It is a popular school and at the time of the inspection there were 126 full-time pupils and 29 attending the nursery part-time. Currently there are 41 children in the Foundation Stage. This stage relates to children from the age of three to the end of the reception year. The school serves the village of Haydon Bridge, near Hexham in Northumberland. Pupils are taught in single age classes. No pupils have English as an additional language. The number of pupils who qualify for free school meals is below average and the number of pupils with special educational needs is also below average. However, six pupils have statements of special need and this is above average. Four of these children are on the autistic spectrum; one has learning difficulties and the remaining child has behaviour problems. Attainment on entry to the nursery is in line with expectation. In 2001 the school gained the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27384	Mrs J Stephenson	Lead inspector	Music Physical education Religious education
11468	Mrs J Menes	Lay inspector	
32130	Mrs M Armstrong	Team inspector	English Special educational needs
32094	Mrs J Bennett	Team inspector	Science Art Design and technology History
1550	Mr M Pinch	Team inspector	Mathematics Information and communication technology Citizenship Geography

The inspection contractor was:

peakschoolhaus ltd

BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. The leadership of the head teacher and assistant head is very good. The governors make a significant contribution to the work of the school. Teaching and learning are good and pupils achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are very high and pupils achieve exceptionally well in speaking and listening, reading, information and communication technology and dance;
- There is a strong commitment to the inclusion of all pupils, particularly those with special educational needs;
- Leadership is very good and provides a clear direction for school improvement;
- Teaching in Years 2 and 4 is very good and ensures that pupils learn quickly;
- Pupils' enthusiastic attitudes and personal qualities make a significant contribution to their learning;
- Progress is not effectively monitored across the Foundation Stage and activities in the nursery do not always inspire children to work in depth on tasks that they choose for themselves;
- The quality of marking and target setting is inconsistent across the school.

The school has made very good improvement since the last inspection. As a result of high levels of support, good progress has been made in improving the quality of teaching and learning in the nursery. Provision is now satisfactory. Significant progress has been made in information and communication technology. Pupils learn very effectively and standards are very high. Performance management systems are extended to all staff and are now very good.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	A	A*	A*
Writing	B	A	A	B
Mathematics	B	B	A	B

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils who qualify for free school meals.

This table shows that **Year 2 pupils attain very high standards in all three subjects and achieve well.** In reading, results were in the top five per cent of schools. The school is maintaining these high standards in Year 2 because of very good teaching. The work pupils were doing during the inspection indicates that children's achievement in the nursery is satisfactory and standards are in line with what is expected. **In reception** children make good progress and by the end of the year they **attain standards that are above average overall.** By Year 2, pupils achieve very well and standards are well above average in speaking and listening, reading and information and communication technology. In writing, mathematics and science, they are above average. Pupils maintain these **good standards** overall in **Years 3 and 4.** Standards in history, geography, design and technology and physical education are above the national expectation. Pupils make **impressive progress in dance** because of dynamic and enthusiastic teaching. Standards in religious education and art are average because monitoring procedures are not rigorous enough. Standards in music are also in line with expectation but pupils are making rapid progress because of the high quality

teaching of the recently appointed co-ordinator. A notable feature of the school is the **very good progress made by pupils with special educational needs** because of the highly effective support they receive.

Pupils' spiritual, moral, social and cultural development is a significant strength and is illustrated by their **very good behaviour, enthusiastic attitudes to work** and willingness to share ideas and work with each other. Pupils enjoy coming to school enormously and this is reflected in their good attendance.

QUALITY OF EDUCATION

The overall quality of education is very good.

Teaching and learning are good overall. In Years 2 and 4 they are highly effective because teachers' subject knowledge is very good and this results in very effective questioning that challenges pupils' thinking. All staff are very committed to meeting the needs of all pupils and this is reflected in the challenging work that is provided for different ability groups. In some classes, marking and individual target setting do not show pupils how their work might be improved. The progress that very young children make is sometimes restricted because activities do not always inspire them to work in depth on tasks that they choose for themselves. At all stages, teaching assistants are very effective and make a significant contribution to the learning of all pupils.

The curriculum is very good and meets the needs of all pupils. It is vibrant and inspires pupils to learn. There is a very good range of activities after school and at lunchtime. **Very good guidance** and support keep pupils safe and feeling secure. There are **very good links with parents and the community**.

LEADERSHIP AND MANAGEMENT

The head teacher's leadership is very good. She has created an effective team and has deployed the staff very well to ensure that high standards are maintained. There is a strong drive by all the leadership team to meet the needs of all pupils. The work that **the assistant head** does in her role as special educational needs co-ordinator is **very effective** and results in these pupils making very good progress. **Governance is very good** and governors make a significant contribution to the leadership of the school and its successes. Management systems are good overall. The school is organised efficiently and all staff are clear about their roles.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. They value the care offered to each individual child. They are particularly pleased with the progress and standards their children achieve.

Pupils of all ages like their school. They like their teachers, enjoy their lessons and get on very well with each other.

IMPROVEMENTS NEEDED

The school should build on its very good strengths and work to:

- Provide opportunities to inspire nursery children to work in depth on activities that they choose for themselves;
- Establish an effective system for monitoring children's progress across the Foundation Stage and in art and design and religious education;
- Ensure that the quality of marking and target setting is consistent across all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children in the nursery make satisfactory progress and in reception class they achieve well. By the end of the Foundation Stage children are attaining standards that are above expectation, overall. Standards at the age of seven are very high and achievement is good.

Main strengths and weaknesses

- Pupils in Years 2 and 4 make impressive progress and achieve very high standards.
- Children in the nursery should be making better progress.
- Pupils with special educational needs make very good progress; they have very effective support.
- Standards in speaking and listening, reading, information and communication technology and dance are very high.

Commentary

1. Children enter the Foundation Stage at average levels of attainment. They make satisfactory progress overall in the nursery. Progress is sometimes restricted because activities do not always inspire children to work in depth on tasks that they have chosen for themselves. Children achieve well in the reception class because of consistently good teaching. Staff work effectively together to provide a well-structured, challenging environment in which all children work independently to achieve good standards. By the time children leave the reception class they are exceeding nationally agreed targets in all areas of learning except knowledge and understanding of the world and creative development. Standards in these two areas are satisfactory.
2. In a first school pupils do not complete Key Stage 2 and therefore there is only one set of national test results. The table below provides an analysis of results from the Key Stage 1 statutory assessments carried out in 2003. These results show that reading standards are exceptionally high and that writing and mathematics standards are above average. Overall, there has been a good upward trend in all subjects and results are now above the national trend.

Key Stage 1

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

Standards in:	School results	National results
Reading	18.9 (17.5)	15.7 (15.8)
Writing	16.1 (15.7)	14.6 (14.4)
Mathematics	17.8 (17.1)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

3. The school has worked hard to raise standards by effectively deploying staff; by improving the quality of teaching and learning through good staff development and by ensuring that the needs of all pupils are met.

4. The current standards attained by pupils in Years 2 and 4 are well above average in speaking and listening, reading, information and communication technology and dance. Pupils' speaking and listening skills are very well developed through the successful 'Thinking for Learning' programme. They listen carefully to their teachers and to each other and they share and discuss ideas. As a result pupils are articulate and are able to understand and use a wide range of vocabulary. These very good skills support the very high standards that pupils achieve in reading. Information and communication technology provision has improved enormously since the last inspection and pupils engage in rich opportunities, attaining levels well above those expected for their age. Standards in dance are very good because of high quality teaching that inspires pupils to perform to the very best of their ability. Pupils' standards in writing, mathematics, science, history, geography, design and technology and physical education are above average. In religious education and art, standards are average. Standards in music are in line with expectations but pupils are making rapid progress because of the high quality teaching of the recently appointed music co-ordinator.
5. Throughout the school pupils achieve well. They achieve very well in Years 2 and 4 because teaching is very effective and ensures that pupils, particularly higher attaining pupils, learn very quickly. This is why standards are well above average in these two classes. Pupils with special educational needs do very well because teachers plan very carefully to ensure that they understand tasks and because they receive very effective support from teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes and values. They feel secure and valued and are self-assured and confident. Attendance is good.

Main strengths and weaknesses

- Pupils like coming to school and therefore attendance is good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Very good relationships are formed between pupils and between pupils and adults across the school.
- Pupils are very willing to share their ideas and to work with others.

Commentary

6. Pupils' positive attitudes to their work have a direct effect on the good progress they make and the high standards they achieve. They are very well behaved and this also impacts positively on their learning. Pupils like coming to school and enjoy their work both in and outside lessons. Teachers take particular care to make learning interesting, praise and value good work, have high expectations and encourage pupils to share their ideas. This inspires pupils' desire to learn.
7. Since the last inspection, the quality of pupils' spiritual, moral, social and cultural development has improved further and it is now very good. There are many opportunities for pupils' spiritual development through creating time for reflection for them to examine their feelings, emotions and personal well-being. Spiritual development is also very prominent through their cultural development in art, music and dance. Pupils gain a very good understanding of their own and other cultural traditions through local visits and visitors to school. These serve to enhance the cultural connections made through subjects such as history, geography and religious education. Pupils have a strong sense of right and wrong and of what is fair. Even the youngest children know what they should do and how they should behave. From an early age, children learn to work and play together. They co-operate well and work together towards common goals. This is very strongly encouraged, both in lessons and in out of hours learning, where time and care are taken to include opportunities for sharing.

8. Pupils relate very well to each other and relationships between pupils and adults throughout the school are very good. Boys and girls of all ages work and play very well together. This helps them to learn well and make good progress in lessons, which they do with consideration and independence. All adults who work in the school provide good role models from which pupils learn mutual respect and good manners. They listen carefully to what pupils say and respond thoughtfully, which makes pupils feel valued and raises their self-esteem.
9. Pupils have respect for their school environment and for each other. They attend a caring, safe and secure school that actively promotes very good attitudes and values. This has a very positive influence on the quality of their learning and the standards they achieve.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	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.

Pupils' attendance is above average and they nearly all arrive punctually.

Exclusions

There have been no recent exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is good and the curriculum is vibrant and inspires pupils to learn. It is supported by very good care and support for pupils and very good links with parents and the community.

Teaching and learning

Teaching is good overall. It is very good in Years 2 and 4.

Main strengths and weaknesses

- Teachers' subject knowledge and use of questioning is good overall and very good in Years 2 and 4.
- The school is very successful in meeting the needs of all pupils and provision for pupils with special educational needs is very good.
- Teaching assistants are very effective and make a significant contribution to pupils' learning.
- Teachers use a good range of approaches to inspire pupils to learn and thinking skills are very well developed.
- Teaching in the nursery is only satisfactory because activities are not consistently well matched to children's interests.
- Teachers' marking and use of individual pupil target setting do not give pupils enough guidance on how to improve.

Commentary

10. The quality of teaching is good overall. In Years 2 and 4, teaching is lively, enthusiastic and stimulating and as a result pupils learn very quickly. Where teaching is very effective, teachers

have in-depth subject knowledge that results in the use of very challenging questioning. This challenges pupils' thinking and helps them to work creatively. A good example of this was seen in a Year 2 mathematics lesson where the teacher used mathematical language very well to challenge pupils to work out money problems using a range of mental strategies. The very effective use of questioning motivated pupils to discuss their thinking and clarify new solutions to problem solving. Teaching in the nursery is satisfactory. Although staff provide an appropriate range of activities, these are not consistently well matched to children's interests. As a result, children do not spend sufficient time working in depth at activities they have chosen for themselves and this limits their rate of progress.

11. All teachers set high expectations and work is well matched to suit pupils with different abilities and diverse learning needs. This results in the successful inclusion of all pupils in every aspect of the curriculum. Teaching of higher attaining pupils, particularly in Years 2 and 4, is very effective and this enables them to achieve highly. These pupils make very good progress in English and mathematics because teachers provide high levels of challenge. For example, in a Year 2 English lesson, pupils are encouraged to use their knowledge to predict and check the meanings of unfamiliar words such as 'hazardous' and 'sinister'. They respond very well, work productively and make a very good contribution to the lesson.
12. Teaching for children with special educational needs is very good. Staff know the pupils very well and plan very effectively for them to ensure that they make very good progress. Teachers are very skilled in adapting activities to suit individual needs. A very good example of this was seen in a Year 4 English lesson where the teaching assistant made very effective use of a range of additional resources to help pupils write scripts for plays. As a result, pupils choose words such as 'stammered' and 'hesitated' very well for effect and made very good progress in their knowledge of play script dialogue. In lessons like these teaching assistants make a significant contribution to pupils' learning. Very good use is made of a range of intervention programmes which result in pupils with special educational needs being fully included in literacy and numeracy lessons. All pupils can confidently explain what they have learned because their contributions in lessons are valued and encouraged.
13. Teachers use a good range of methods that inspire pupils and reflect their different learning styles. Where teaching is very good, well-informed teacher exposition motivates pupils and ensures they know what they are expected to learn. A very good example was seen in a Year 2 dance lesson where the teacher gave a very clear explanation of how to develop a dance sequence. As a result, pupils worked very well together to prepare and perform the *Dinosaur Stomp*. Information and communication technology is used well to promote effective learning. Teachers have well-developed information and communication technology skills and they make good use of resources including digital cameras and the interactive whiteboard. The innovative use of the 'Thinking for Learning' programme has had a very positive effect on pupils' ability to think creatively and apply their learning to new situations. This results in pupils being able to use their thinking skills confidently across the curriculum, particularly in English, mathematics and information and communication technology.
14. Teachers' management of pupil behaviour is very good. This is because teachers have high expectations and communicate these effectively and positively through clearly defined rules and classroom management strategies.
15. Assessment procedures, particularly the marking of work and individual pupil target setting, are satisfactory overall. Where teaching is very good, pupils receive well-focused comments that help them judge the success of their work and set targets for improvement. However, there are too many occasions when marking and target setting are too general and do not help pupils know what it is they are meant to do to improve.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	12 (34%)	16 (46%)	7 (20%)	0	0	0

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

The curriculum

The school provides a vibrant curriculum that inspires pupils to learn. Provision for learning beyond the school day is also very good.

Main strengths and weaknesses

- The curriculum meets the needs of all pupils and the provision for pupils with special educational needs is very good.
- There is a very good range of extra-curricular activities.
- Very good use is made of innovative practices.
- The nursery curriculum sometimes does not encourage pupils to explore and investigate in depth.
- Good use is made of the external learning environment in the Foundation Stage curriculum.

Commentary

16. The quality of the school's curriculum has improved since the last inspection. It is now very good overall and meets statutory requirements. It also provides very well for pupils' learning outside the school day. There is an appropriate emphasis on literacy and numeracy but also a sensible balance of other subjects and activities. Very good opportunities are provided for pupils to develop their literacy, numeracy and information and communication technology skills and use them in other subjects of the curriculum.
17. A particular strength of the curriculum is that it meets the needs of all the pupils. The breadth and range of skills, knowledge and understanding that it covers, both within and between subjects, ensure pupils of all abilities learn effectively. There is very good provision for pupils with special educational needs where, in tasks such as learning to read, texts are carefully chosen and unobtrusive support is given. The curriculum also provides opportunities for higher attaining pupils to extend their learning through tasks such as extending number patterns where they predict and test solutions. The breadth of curricular opportunities in the nursery does not consistently include activities that inspire children to explore and investigate in depth.
18. The school provides a wide range of activities and experiences through which pupils can extend their learning beyond the school day. Many of these are closely associated with the formal curriculum taught in lessons and add a valuable further dimension to pupils' learning. Pupils extend their knowledge and skills in a range of physical activities such as football, netball, rugby, cricket, dance and fitness. They also participate in the arts through singing, recorder playing, poetry and story telling. These are often provided through visits to theatres, galleries and museums and visitors to school such as an Indian dance group, poets and artists.
19. Relationships in the Foundation Stage are very good and all children are well cared for. As a result they confidently move into Year 1. Pupils in Year 4 are well prepared for the middle school. They make visits to the school, as well as attending shared workshops.

20. The curriculum is carefully designed to ensure the effective use of innovative practices in its delivery to pupils. Very good use is made of information and communication technology to support pupils' learning, and thinking skills are well developed and employed. Many activities and tasks carried out by pupils in the course of their work are done jointly with partners or in groups, and independent learning is strongly encouraged. These strategies provide very good opportunities in lessons for pupils to practise the principles of citizenship, and for personal and social development in which they are all included. The school's commitment to these aspects of the curriculum are celebrated and formally recognised throughout the achievement of the Investors in People and Healthy School awards.
21. The school's accommodation is satisfactory. Classrooms and shared areas are spacious and attractive; however, the size and shape of the hall and the separate classrooms located outside the main building for the youngest children are disadvantageous. The outdoor environment is extensive and varied. These well-kept areas provide very good opportunities for a wide range of outdoor learning. This is particularly well reflected in the curriculum for the Foundation Stage. The quality of resources is very good overall, except for the library in which the quantity and range of books are currently being reviewed and extended.

Care, guidance and support

The school takes very good care of pupils. Teachers know pupils very well as individuals and provide good support and guidance. The school seeks and values pupils' views and has made good provision to involve them in the development of the school.

Main strengths and weaknesses

- The school takes very good care of pupils so that they feel secure and happy.
- Teachers know pupils very well as individuals so that they can monitor and support pupils' personal development very effectively.
- Systems to monitor the progress of individual children in the Foundation Stage are underdeveloped.
- Whilst the overall system for monitoring pupils' achievement is good, marking of work and individual target setting are inconsistent across the school.

Commentary

22. The school has very good procedures to promote pupils' health and safety and child protection. All staff work together as a team to ensure pupils are very well cared for and feel safe in school. There is very good provision within the curriculum to teach pupils a range of strategies to protect themselves and to stay safe and healthy. In physical education lessons, for example, pupils are taught to carry equipment safely. In other lessons, they are taught to wash hands properly, eat a balanced diet and be aware of dangers such as crossing roads and exposure to the sun.
23. Very good communication with parents helps class teachers to develop a very good understanding of each pupil's character, interests and needs. This fosters trusting relationships with pupils so that they have confidence in staff, and look to them for guidance and support. Good and flexible procedures to introduce children to nursery and reception enable them to settle in quickly. Teachers monitor pupils' personal development, encourage them to do their best and use the reward system effectively to support achievement of all kinds. The system for monitoring pupils' academic achievement is good and pupils who fall behind are identified and given additional help. However, marking of work does not always give pupils enough guidance on what they need to do to improve, and individual targets are not used consistently across the school. Systems to monitor the progress of children in the Foundation Stage, so that knowledge and skills are systematically built upon, are underdeveloped. Pupils

with special educational needs achieve very well because of the very good support they receive.

24. Pupils feel very involved with the school and take a pride in the contribution they make. The school asks pupils for ideas and suggestions, and pupils feel that their views are taken seriously and that they are involved in the development of the school. They have contributed ideas and designs for the school grounds project and play a major part in its implementation.

Partnership with parents, other schools and the community

The school takes its role at the heart of the village seriously and works very well in partnership with parents and the wider community to support pupils' learning and personal development. There are good links with other schools.

Main strengths and weaknesses

- The school has built a very effective partnership with parents, which supports pupils' achievement.
- Very good links with the community enrich the curriculum and offer opportunities for pupils to play a part in the life of the village.

Commentary

25. Parents are very pleased with the education their children receive. They feel welcome in school so that they can easily approach teachers if they have any queries or concerns. Their concerns are taken seriously and dealt with effectively, and their views are sought and valued by the school. The school provides very good information for parents of children joining the school. Written reports, open days and meetings with teachers keep parents informed on what their children are learning and how well they are progressing. The school provides very good support to enable parents to help their children with their work at home. Where problems arise with a pupil's work or behaviour the school works closely with parents to overcome them. Parents support the school in many ways, such as by organising and attending social and fund-raising events and joining in charity events such as the Children's Cancer Run in Newcastle. Parents helping in school and on educational visits receive good guidance and activities are well organised. Friday assemblies, when pupils receive awards and certificates, are open to parents and are very popular.
26. Members of the community are very supportive of the school and are made welcome at school events. Local people offer their skills, for example in helping pupils create a very attractive tapestry. The National Trust and an artist, among others, have been involved in working with pupils on the development of the school grounds. The vicar, police, firemen and the nurse visit the school to talk to pupils, and pupils regularly make visits into the community such as to the library, a shop and places of interest further afield such as the airport. The school participates in community events such as the proposed celebrations for the local artist John Martin, and pupils entertain senior citizens at Christmas.
27. The school has developed good links with other local schools. Liaison with the middle school aims to achieve a smooth transfer for pupils at the end of Year 4 and includes staff meetings to ensure progression in the curriculum. Pupils participate in singing workshops with other local first schools and the middle school, and share a residential visit with pupils from other first schools. The high school is a sports college and its students come into school to coach pupils, and students from several colleges benefit from work experience placements in the school.

LEADERSHIP AND MANAGEMENT

Leadership is very good and management is good with some very good features. The governing body is very effective.

Main strengths and weaknesses

- There is very strong leadership by the head teacher and assistant head teacher.
- The governing body give very good guidance and support.
- Management is good overall.
- The use of marking and individual pupil target setting is not yet implemented consistently across the school.
- Systems for monitoring children's progress in the Foundation Stage are not systematically built on from nursery to the end of the reception year.

Commentary

28. The head teacher and assistant head teacher are fully committed to the school and provide very clear direction for its work. The very high expectations that are set have resulted in very good improvement in standards in English, mathematics and information and communication technology. The leadership has created a very strong team spirit in the school. Pupils and staff work very effectively together in the knowledge that each individual is valued very highly. New initiatives are very well thought out and readily accepted by all staff. The 'Thinking for Learning' project is a very good example. The leadership provided by subject co-ordinators is good overall. Most have a clear understanding of strengths and weaknesses within their subjects and provide effective guidance for staff. This impacts very positively on the progress pupils make.
29. The governors work well together as a very effective team and they make a major contribution to the work of the school. Governors are well aware of the strengths and weaknesses of the school and contribute fully to strategic planning and policy development. Their perceptive evaluations of teaching, learning and curricular provision are valued by the staff and set a very good basis for setting the school's future targets. They meet all their statutory requirements including those related to racial equality.
30. The head teacher, governors and staff work very hard to ensure that the needs of all pupils, whatever their ability, are met. This results in all pupils, but particularly those with special educational needs, achieving very well. The school has a very strong commitment to staff development. This has been particularly successful in ensuring teachers and teaching assistants provide very effective targeted support for pupils with a range of additional needs. For example, pupils with autistic spectrum disorder are given very well planned, unobtrusive support that enables them to concentrate and remain on task. This results in them making very good progress in their learning. The school has very good systems for the appointment and retention of staff. The head teacher and governors ensure that vacancies are filled by high quality staff.
31. The school development plan is detailed, clear and effective. It links financial spending well with key educational priorities. This is an improvement on the previous inspection. Good self-review systems ensure that all staff contribute to the identification of improvement priorities, and, similarly, to the review of progress. As a result all staff have a shared vision for the school and are committed to the school's agreed priorities. Performance management procedures are very good and clearly understood by governors and staff. Very strong links are made between performance management and school improvement planning and all staff, including teaching assistants, are fully aware of the school's focus on raising standards.

32. The school's finances are managed efficiently. The head teacher and governors apply the principles of best value well. Resources are well targeted to support identified priorities and the impact of spending is carefully evaluated. For example, the range of resources available to support boys' achievement in reading and writing was reviewed and extended, resulting in improved overall standards in English. The school has accrued a large budget surplus of £58,677 to cushion the effects of a falling roll on staffing. This is significantly more than the recommended carry-over of five per cent. However, this money has been directed well to support key development priorities including employing additional teaching assistants, releasing the head teacher and subject leaders from teaching to focus on main priorities and to support outdoor developments. The school's use of all resources has had a very positive impact on standards.
33. The school analyses performance data appropriately. This analysis, together with the careful tracking of individual pupil progress, provides useful information that helps the school set challenging targets. However, the use of marking and individual pupil target setting does not yet fully contribute to improving pupils' learning throughout the school. Systems for monitoring children's progress in the Foundation Stage are under-developed and therefore knowledge and skills are not built upon from the start of the nursery to the end of the reception class. Curricular opportunities in the nursery do not always inspire children to explore and investigate in depth.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	342,318
Total expenditure	309,641
Expenditure per pupil	1,960

Balances (£)	
Balance from previous year	26,000
Balance carried forward to the next	58,677

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is good. Provision in the nursery has improved since the last inspection and is now satisfactory.

34. The Foundation Stage relates to children from the age of three to the end of the reception year. Many children start nursery after their third birthday. They transfer to the reception class in the September of the year in which they become five. Numbers on roll in the nursery are currently low which means that the ratio of adults to children is high. The situation is similar in the reception class where children benefit from being taught in a small, single-age class.
35. Good progress has been made in addressing the issues from the last inspection. All children now have regular access to a secure outdoor play area that contributes well to their physical development and to their developing knowledge and understanding of the world. Curriculum planning clearly identifies what children will learn. This provides an effective framework that promotes a good range of learning opportunities across the Foundation Stage.
36. Teaching in the reception class is good. Activities are well matched to the age and interests of children. Staff provide clear explanations and good levels of support so that every child makes progress. Staff work together as an effective team. The teaching assistant makes a very effective contribution to children's learning.
37. Teaching in the nursery is satisfactory. Relationships are very good and all children are well cared for. As a result children settle quickly and grow in confidence. Staff provide an appropriate range of activities. However, these are not consistently well matched to children's interests, therefore children do not spend sufficient time working in depth at activities they have chosen themselves and this limits their rate of progress.
38. Assessment information is used well to compare the progress that children make in differing aspects of learning in order to identify priorities for improving provision. However, systems to monitor the progress of individual children, so that skills and knowledge are systematically built upon across the Foundation Stage, are underdeveloped. Nursery activities are therefore not always well matched to the learning needs of all children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Children achieve well because of the good teaching and high expectations of staff.
- Children grow in confidence because of the high level of care and good induction process.
- Sometimes nursery staff offer assistance before it is needed which limits the opportunities for children to be independent.

Commentary

39. When children enter nursery their emotional development and attitudes are in line with those expected for their age. Their social skills are slightly higher than average.

40. Children make good progress because of the high expectations of staff and the effective systems for organising activities that promote their independence. For example, children understand the systems for registering at the beginning of the nursery session; they are able to select from a range of activities and know that they need to put on paint aprons for 'messy' activities. Reception children understand the responsibilities that individuals have when moving from the classroom to the main building for physical education lessons. For example, they open and fasten back doors for each other, undress independently and store their clothes tidily in baskets. Children ask for help when it is needed and staff respond sensitively. However, sometimes nursery staff intervene too quickly, offering assistance, which limits opportunities for children to further develop their independence.
41. Nursery induction procedures are good. Information booklets for parents and children are of good quality, setting out clearly how the nursery is organised and what activities are offered. They are effective in helping parents to prepare children for starting nursery. Staff work hard to build good relationships and to get to know children and their families quickly. They provide high levels of care and as a result, children settle well and quickly grow in confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Children make good progress and achieve well in speaking and listening, reading and writing because of good teaching.
- Skills to develop accurate letter formation are not taught systematically and this limits children's progress.

Commentary

42. Children are given good opportunities to share their ideas and to ask and answer questions. Nursery staff actively engage children in discussion about matters that are important to them. Staff use their good knowledge of children and their families to extend the discussion by asking questions or making links to nursery experiences.
43. A 'Bear Hunt' organised for reception children stimulated much conversation and excitement as they re-enacted a familiar story in the grounds of the school. Children used their imaginations and direct observations to build a sequenced story that culminated in the successful return of 'Bobby Bear' to the safety of the classroom.
44. Good opportunities are provided for children to write for a purpose. For example, children use writing to create letters to Father Christmas, invitations to the 'Teddy Bear's Picnic' and labels for their models. However, skills to help children to improve their pencil control and to develop accurate letter formation are not well taught and this limits the progress that children make.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Children make good progress and achieve well in their understanding of number.
- Some nursery activities are not sufficiently well matched to the learning needs of individuals and this limits their progress.

Commentary

45. When children enter nursery they are attaining levels in line with those expected for their age. Their understanding of number is slightly better than average. Provision in the nursery has improved since the last inspection. Children now have appropriate opportunities to count and to recognise numbers.
46. Teaching is never less than satisfactory and it is always good in the reception class. Nursery staff use appropriate activities that motivate children and encourage their involvement. For example, children are keen to join in number action rhymes and games, and enjoy searching for numbers that are hidden in the sand, or making numbers with dough. However, these activities are not always adapted to match the differing abilities of children and this limits the progress that some children make.
47. Children's nursery experiences are built on very effectively in the reception class. As a result children achieve standards that are above those expected for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is satisfactory.

Main strengths and weaknesses

- The good teaching of information and communication technology in the reception class results in children achieving well.
- Effective use of the external environment promotes learning.
- Some nursery activities are not well matched to children's interests and this limits their progress.

Commentary

48. Teaching in the nursery is satisfactory and in reception class it is good. Children in the reception class are taught computer skills well and are given good opportunities to use information and communication technology for relevant purposes. As a result they attain standards above those expected for their age. They can use a simple paint program independently to create a portrait of their friends. Children are able to select tools from the toolbar, change the colour of paint and alter the size of the brush. They demonstrate good control using the mouse and know how to alter their work using the eraser.
49. Provision in the nursery has improved since the last inspection. It is now satisfactory. Nursery children now have regular access to a secure outdoor area that provides regular opportunities for them to explore the world around them. However, some activities are teacher directed and others are not always well matched to the interests of children and this limits the opportunities for them to explore and investigate in depth.
50. Good opportunities are planned for reception children to use the secure garden area and the wider external environment in order to provide stimulating activities that motivate them to learn.

PHYSICAL DEVELOPMENT

Provision has improved since the last inspection. It is now satisfactory.

Main strengths and weaknesses

- In reception class, standards in physical development are above those expected for their age.

Commentary

51. Teaching is never less than satisfactory and in the reception class it is good. Children in the reception class have good opportunities to develop their skills. Through good teaching children learn to move over and along large apparatus, showing good levels of control in order to create stretched and curled shapes. They can move in a range of ways, changing direction and using space safely.
52. Opportunities for children to improve their pencil skills are not taught systematically and this limits their progress.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- The range of opportunities for children's creative development is good.

Commentary

53. Teaching in the nursery is satisfactory and in reception class it is good. Children are given good opportunities to take on roles in imaginative play. For example, in the nursery some children show very high levels of care as they look after the 'babies' in the home area and make careful choices as they prepare a meal for their 'family'.
54. In the reception class children are encouraged to look carefully and to accurately record their observations. They learn how to hold and play percussion instruments effectively and to recognise the differing sounds that they make.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The overall provision for English is very good.

Main strengths and weaknesses

- Standards and achievement are very good.
- Provision for special educational needs is very good.
- The quality of teaching is good, with very good teaching in Years 2 and 4.
- Marking and individual pupil target setting do not always help pupils improve their learning.
- On rare occasions time is not used well to support children's learning.

Commentary

55. Standards in English are well above those expected nationally for pupils in Years 2 and 4. Achievement is high for the majority of pupils. The very good achievement of higher attaining pupils helps the school attain standards that are well above average in national tests at the age of seven. Pupils with special educational needs make very good progress in their learning because of the very effective, targeted support they receive. This is very good improvement since the last inspection.
56. Pupils' speaking and listening skills are very well developed. They listen very carefully to instructions and are able to draw on and use a wide variety of interesting vocabulary when answering questions in lessons. This level of ability supports their work in reading and writing very well. It enables them to read accurately and with understanding. It also helps them write creatively in order to engage the interest of the reader. Pupils achieve highly in spelling. They choose adventurous vocabulary for effect which results in their writing being lively and imaginative. Pupils with special educational needs do very well because teachers plan very carefully to ensure they understand the task and very knowledgeable teaching assistants make a significant contribution to their learning.
57. The quality of teaching is good overall. It is very good in Years 2 and 4. Very clear revision of previous learning helps pupils consolidate skills and look forward to new learning. Teachers use imaginative and innovative methods of teaching that excite children and build up an enthusiasm for the subject. There is very good pace in most lessons that ensures pupils remain interested and teachers' very good questioning skills ensure that all pupils concentrate well and are challenged to do their best. A good example of this is seen in Year 2 where pupils work very well together in pairs to prepare instructional statements to add to their 'Beware!' board games. In lessons like these, learning is very good. On rare occasions, where teaching is over-directed, or part of the literacy lesson is too long, a minority of pupils lose interest and become distracted. This results in a slow pace to the lesson and pupils not working as productively as they might.
58. All teachers mark work regularly and celebrate pupils' achievements. However, marking does not always give an accurate indication of what pupils can do well or how they can improve. The use of individual pupil target setting is not yet consistent across the school. It is used particularly well in Years 2 and 4 when pupils are able to judge the success of their work and know how to move forward in their learning.
59. Pupils benefit from using very good quality reading books, both at home and in school. Teachers select from an exciting range of texts and guided reading sessions are used to good effect. Very good strategies are in place to motivate all pupils, but particularly boys, to read widely. Pupils are able to retrieve information from a range of sources, including reference

books, videos and the Internet, although the use of the school library is currently underdeveloped.

60. The leadership and management of the subject are good. The quality of teaching and learning is monitored and evaluated well and the literacy action plan maintains a strong focus on raising achievement. The well-planned staff development programme focuses appropriately on key priorities and this has resulted in enhanced teacher subject knowledge.

Language and literacy across the curriculum

61. The school has identified some very good opportunities for pupils to apply their literacy skills in subjects other than English, particularly history, geography and personal, social and health education. Teachers are very good at extending pupils' spoken language, often asking them to clarify their ideas and giving pupils with special educational needs time to think through their responses. The 'Thinking for Learning' programme provides a very good structure for developing pupils' discussion and creative thinking skills that extends to all areas of the curriculum.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Pupils achieve well in mathematics and standards are good as a result of good teaching.
- Learning in mathematics is good because it is very effectively supported by ICT and thinking skills.
- Provision for special educational needs is very good.
- Leadership of mathematics is good because the curriculum and teaching methods lead to high standards.
- Marking of pupils' work is inconsistent across the school and does not always make a positive contribution to pupils' learning.

Commentary

62. Standards in mathematics are good across the school. Pupils achieve well and make good progress. This is a result of good teaching and an effectively managed curriculum together with well-developed strategies for learning, particularly through information and communication technology and thinking skills.
63. Pupils' achievement in mathematics is good and they make good progress because teachers set tasks and provide appropriate support to meet the needs of pupils according to their ability. This is most evident in Year 2 and Year 4 where pupils make best progress. The least able pupils, including those with special education needs, are very well supported in their work by very effective teaching assistants. They are given clear explanations and are helped to understand what they have to learn. Pupils are encouraged to work together to find and explain the solutions to their tasks. Higher attaining pupils are set challenging problems and are also encouraged to work together to solve them and then go on to identify related tasks and use what they have learned. This builds pupils' confidence and encourages them to learn quickly.
64. Lessons in mathematics are frequently supported by very good quality information and communication technology. The school has obtained a wide range of relevant software that pupils use to learn and understand mathematical ideas such as sequencing and place value. Pupils across the school have acquired very good information and communication technology skills and enjoy using computers in mathematics lessons. This approach to learning promotes good progress and achievement. Pupils also use their understanding of thinking skills to solve mathematical problems. Their awareness of the need to think creatively and logically is evident

when they estimate or are finding relationships between the vertices, sides and faces of three-dimensional shapes. This leads to clear understanding and enables them to give well-ordered oral explanations of what they have found.

65. In most lessons, pupils are given good opportunities to develop key skills such as communication and collaboration. They are encouraged to work together to solve problems and to discuss and share their ideas. Many tasks set for pupils are designed to have more than one solution such as buying different priced Christmas cards without spending more than 80 pence. Pupils discuss the merits of buying fewer more expensive cards or more cheaper ones. This promotes good quality learning and a wider range of understanding.
66. Overall, the teaching of mathematics is good. Teachers and teaching assistants work very effectively together to ensure that pupils of different levels of ability are suitably supported and challenged. They are able to do this well because they have a good knowledge of each pupil's understanding. This enables all pupils to make good progress. In order to provide good opportunities for learning, teachers carefully combine a good mathematical knowledge with learning strategies such as information and communication technology and thinking skills. This enables pupils to gain a good understanding of mathematical ideas quickly against the learning outcomes and targets that they set. The marking of pupils' work is inconsistent within and between some classes. The good practice in Year 2 and Year 4 enables marking to make a positive contribution to pupils' learning.
67. The head teacher provides very good curriculum leadership for mathematics. She has a very good understanding of the National Numeracy Strategy that she promotes through a range of innovative and practical strategies.
68. Resources for the subject are good and materials are carefully chosen and used to meet the needs of particular groups of pupils.

Mathematics across the curriculum

69. Teachers make good links between mathematics and other subjects such as information and communication technology, history, geography, science and art. Pupils collect information about topics such as likes and dislikes or personal attributes that they use and analyse as a computer database. They weigh and measure in science and use timelines in history. In their planning, teachers seek opportunities to employ pupils' mathematical knowledge and skills in the learning of other subjects.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Pupils achieve well and effective teaching leads to good standards.
- Pupils make particularly good progress in their investigation skills because of good opportunities to apply these skills.
- Good links are made between subjects, which enables pupils to use newly acquired skills in a range of ways.
- Marking does not consistently extend learning.

Commentary

70. Pupils make good progress. This is because teachers provide clear explanations and use probing questions which challenge pupils' thinking. In a Year 2 lesson pupils were asked to talk about what they had learned during their study of materials. Initially they were able to talk about

the changes that heat can make to materials, such as chocolate melting and biscuits turning hard. Through sensitive, carefully phrased questioning the teacher helped pupils to remember and use the term 'properties' and to give examples of reversible and non-reversible changes. A very challenging task was set for pupils that required them to make connections between key words and to explain the reasons for the connections by drawing upon prior knowledge. This made a very positive contribution to their learning as they were required to recall previous experiences and to explain their thinking to other group members.

71. Teachers explain tasks and new vocabulary very clearly. As a result pupils understand what they have to do and therefore good use is made of time. In a Year 4 lesson the teacher clearly explained the difference between a guess and a prediction. As a result pupils used their prior knowledge of electricity to make reasoned predictions. Feedback through marking is used to celebrate good work and to encourage greater effort but it does not always help pupils to understand how they can improve their learning.
72. By Year 2 and Year 4, pupils attain standards above those expected for their age. They have good opportunities to learn about physical and natural science and to apply the skills they learn in one subject to help to extend their learning in another. By Year 2 pupils have a good understanding of the properties of a range of materials and they understand how temperature can bring about changes in them. They use the skills of comparing, which they have been using in geography, to help them identify the changes seen as babies grow into toddlers. By Year 4 pupils have a good understanding of the bones within the skeleton and their purpose in movement and protection. They are able to group animals by key characteristics such as external/internal skeleton and to use diagrams and tables to record their findings. Pupils who have difficulty with written recording are well supported by staff in communicating their findings by other means.
73. Pupils have very good opportunities to develop and use investigation skills. This is because teachers plan lessons that enable pupils to work in a practical way. In a Year 4 lesson pupils were asked to make predictions about the effectiveness of a range of circuits. They were challenged to give reasons for their predictions based upon their prior knowledge. For example, when pupils noticed that the voltage of bulbs affected their brightness the teacher related this to previous work in order to explain the relationship between voltage and energy.
74. The subject is well led. Monitoring systems are effective. The new subject leader is being effectively supported by the head teacher. Together they have a clear view of standards and have identified sensible priorities to further improve the already good provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is very good.

Main strengths and weaknesses

- The use of information and communication technology to support work in other subjects is very good.
- Pupils' information and communication technology skills are very well developed and they are confident and enthusiastic in their use.
- The management of the resources and use of information and communication technology are very good.

Commentary

75. Pupils achieve very well and standards are very good in information and communication technology. There has been significant improvement since the last inspection when standards were below average and progress was unsatisfactory.

76. Pupils' information and communication technology skills are very well developed and there is a clear progression in their learning from the Foundation Stage to Year 4. Information and communication technology lessons are dedicated to learning and developing skills that are later used to support other subjects. All areas of the subject are covered and, by the time they are eight, most pupils have mastered techniques such as word-processing. They compose directly to the screen, change fonts and their sizes, move and insert text, check spellings and save and print their work with ease. Pupils also learn to use software that offers simulations, control technology, art and design, data-handling and problem-solving games. They use information and communication technology very effectively and are aware that the skills they learn are to be used in other contexts and are not an end in themselves.
77. The management of information and communication technology is carefully guided towards realising its potential as a support for learning. The co-ordinator finds a sensible and productive balance between hardware and software resources to meet the learning needs of pupils within the funding available. There is a good system in place for monitoring pupils' achievement of skills. The outcomes of this inform the use of information and communication technology in the planning of learning in other subjects. Most teachers have a very good knowledge of the subject and of how it can be used to improve pupils' learning. They undertake frequent training in new skills and techniques. This enables them to provide competent and confident role models for pupils in the use of information and communication technology. Less able pupils are given very good help and guidance by teaching assistants while the most able are given opportunities to use information and communication technology to explore their ideas.

Information and communication technology across the curriculum

78. Teachers and pupils have worked hard to acquire very good knowledge and skills in information and communication technology. They use these very effectively to support teaching and learning in a range of subjects across the curriculum. This is an important strategy that makes a very good contribution to the high standards that pupils achieve. The school has made good use of pupils' enthusiasm for working with information and communication technology to promote their learning across the curriculum. In order to do this, wise investment has been made in a good range of high quality software.

HUMANITIES

History and Geography

Only one lesson was observed in history and geography and therefore no judgement can be made about the quality of teaching and learning.

Pupils achieve very well in both history and geography and standards are above average.

Main strengths and weaknesses

- Pupils' methods of enquiry are well developed because of the emphasis placed on thinking skills across the school.
- Good links are made between history and geography and other subjects because planning is carefully integrated.
- Pupils find a real purpose for their writing in history and geography because of positive use made of literacy skills.
- The curriculum co-ordinators for both history and geography provide good leadership for other teachers through their own practice.

Commentary

79. Pupils develop good enquiry skills in history and geography because they are taught to ask questions and are encouraged to find answers. Their observation skills are well developed and they make good connections in history, such as children who wear raggy clothes are likely to be poor. From the clues they glean from written accounts and pictures, pupils are able to draw a range of conclusions about life in times past. Because relationships are very good in school, pupils can compare the treatment of a young Victorian chimney sweep by his master to themselves and gain a feeling of empathy with his situation. Higher attaining pupils make predictions from what they see and read and check to see whether they were right. Less able pupils often need encouragement from supporting adults to make less obvious connections. Almost all pupils can remember facts they have learned and can explain the circumstances surrounding them.
80. Lessons are carefully planned to enable pupils to use geographical skills such as mapping to find locations in their historical learning such as Egypt and the river Nile. They also use mathematical skills such as simple grid references to locate places on maps and find directions. Particularly strong links are made with writing. Higher attaining pupils purposefully describe events such as the embalming of a mummy in ancient Egypt. Part of the process is related as "when you were dead your brain would be pulled out of your nose with a hooked instrument". Good opportunities are provided for pupils to make links in their learning which makes it both meaningful and memorable.
81. The skills of making and interpreting maps and plans are well developed. This is because particular emphasis is placed on their usefulness for finding and storing information. The youngest children are familiar with roadways and pathways. They find locations on a map of the world to follow the travels of Barnaby Bear because this introduces them to learning about places outside their experience. Older pupils extend their mapping skills by introducing accuracy and detail. Their good work is seen in the maps they have made of their village. Pupils begin exploring the usefulness of maps and predict how they might be used to guide people such as sailors or to record a journey.
82. Co-ordinators for both history and geography provide good leadership for other teachers through their own practice. Good use is made of a wide range of skills that are brought together in each lesson to support pupils' learning. Teachers enable pupils to develop good knowledge and skills in history and geography because they have personal enthusiasm supported by good subject knowledge. They provide interesting tasks designed to encourage pupils to question and draw conclusions.
83. In both subjects there is a good range of resources such as books, pictures, maps and artefacts to support pupils' learning. These, together with visits and visitors to the school and expeditions into the local environment, enable high standards and good levels of achievement to be attained.

Religious education

Only one lesson was observed in religious education and therefore no judgement can be made about the quality of teaching and learning.

The overall provision in religious education is satisfactory.

Main strengths and weaknesses

- Procedures for monitoring standards are not rigorous enough.

Commentary

84. By the end of Years 2 and 4, standards are in line with the expectations of the local agreed syllabus. Throughout the school, pupils develop a sound knowledge of religious ideas from the

major religions of the world. Pupils know that the Bible is a special book and understand its composition. They investigate churches and learn how Saul was transformed on the road to Damascus. In Year 2 pupils can talk knowledgeably about Judaism with enthusiasm, linking their learning to other areas of the curriculum. Pupils soundly build upon this knowledge in Years 3 and 4. There is more breadth to the work that these pupils do. In Year 3 pupils learn about the way different faiths celebrate light. They compare and contrast the celebrations of Advent, Diwali and Hanukkah. This is effective in terms of helping pupils to make links between the different religious ideas and practices. As a result they show respect for people's beliefs and values. All pupils usually complete the same work and therefore few pupils move onto higher levels.

85. The curriculum has recently been reviewed. It is now well planned and is based on national schemes of work. Representatives of different faiths are invited into school to meet and discuss issues with pupils. However, there are no real opportunities for pupils, particularly in Years 3 and 4, to visit different places of worship and this restricts the further development of their understanding.
86. The leadership and management are satisfactory. The co-ordinator is lively, enthusiastic and keen. She works well with teachers to provide ideas and to develop their skills. However, there is not yet enough accurate information to give a clear understanding of the standards that pupils of different ages attain. This means that some groups of pupils do not make as much progress as they should.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, Design and technology, Physical education, and Music

No lessons were observed in art and design, design and technology and music. However, music clubs during and after school were observed. Three physical education lessons were observed, but these all related to dance. No judgements will be made on the quality of teaching in these subjects except in dance.

Provision in design and technology and physical education is good. For dance it is very good, and for art and design and music it is satisfactory.

Main strengths and weaknesses

- The very effective leadership of physical education and the very high standards achieved in dance.
- The good standards pupils attain in design and technology.
- The lively and enthusiastic teaching of the recently appointed music co-ordinator and the rapid progress that pupils are now making in this subject.
- The good opportunities for pupils to extend learning through visits and visitors.
- Monitoring systems in art and design are insufficiently well developed to provide a clear view of standards and progress.

Commentary

- 87 The teaching of **dance** is very good. This is because of the very effective leadership of physical education overall and because teachers have good subject knowledge and high expectations of all pupils. Teachers use demonstration very well and plan lessons that effectively build upon prior skills and experiences. Visiting professional dancers make a positive contribution to learning by providing inspiration for pupils and staff. Teachers plan carefully to make good use of these experiences. As a result pupils achieve well and attain standards well above those expected for their age. For example, pupils in Year 2 worked very well together to develop the next part of the *Dinosaur Stomp*, a dance that they had been taught by a visiting dance

company. They discussed and shared ideas, performed as part of a group, and evaluated the performances of others. The teacher used praise and encouragement very effectively, and successfully gave advice that helped pupils to improve.

88. Pupils attain standards in **design and technology** that are above those expected for their age. This is because pupils have good opportunities to record their design ideas and to further develop their skills by constructing and evaluating their models. In Year 2, pupils are able to critically evaluate their model dinosaurs, identifying how their models could be improved. These skills are systematically built upon and, by Year 4, pupils are able to communicate their ideas through labelled sketches. Their designs reflect the use that will be made of the object, and materials are sensibly chosen for their properties. Pupils amend their designs in the light of predicted difficulties in construction. For example, pupils design torches that include a handle for carrying, and sweets for a long journey. They identify construction materials with reflective surfaces and use their knowledge of electricity to design an appropriate switched circuit.
89. The recently appointed **music** co-ordinator has excellent subject knowledge. She uses humour to motivate and encourage all pupils and as a result they respond with enthusiasm. Her skills are used to very good effect when working with the school choir. For example, she plans activities to ensure that all pupils attending are involved, and are keen to learn how to improve. Pupils sing in tune, effectively reaching the very high notes. They have good pitch and very good rhythm. These pupils are making rapid progress because of the good tuition from the teacher. Current standards are in line with expectations.
90. In **art and design** pupils have good opportunities to visit local places of interest and to work with professionals who visit the school. For example, Year 4 pupils used line drawings to record the shapes and forms seen in the work of professional artists on display in local galleries. Pupils also created African masks and robes for a dance project led by a professional dance company, and designed plaques that were sculpted by a three-dimensional artist to create a mural about the school and its local community. These opportunities enrich pupils' learning and inspire them to take part in creative activities.
91. The monitoring of work in art and music does not provide staff with a clear view of standards and progress across the school. Systems are underdeveloped and, as yet, do not identify outcomes for further improvement, in order to raise standards in these subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship is good.

Main strengths and weaknesses

- The development of personal, social and health education and citizenship permeate the school both in lessons and out of school hours learning.
- The school has developed a broad and well-balanced programme for personal, social and health education and citizenship because they are seen as important areas of learning.
- Pupils share their ideas confidently with staff because they know that their thoughts are listened to and valued.

Commentary

92. Pupils' development in personal, social and health education and citizenship is good. The school has a very good programme to promote these aspects of learning that touches on all aspects of school life. Pupils undertake a range of activities both in lessons, during discussion time and out of school hours that encourages positive attributes. They develop good

dispositions and attitudes, self-confidence and self-esteem, good relationships, behaviour and self-control, an understanding of cultures and beliefs, and health and bodily awareness.

93. Pupils are able to develop these attributes and become aware of their value because of their participation in activities such as charity events, talking together in circle time, role-play and discussions about what is going on in the world.
94. Pupils respond well to the many opportunities for them to work with people from the community such as the police, school nurse, local clergymen, artists, storytellers and senior citizens. They gain insights into what people do and how they affect the lives of others. The school also has positive systems that are well understood by staff and pupils alike to encourage aspects of personal, social and health education and citizenship. If they follow the 'Golden Rules' they are rewarded with 'Golden Time'. They contribute to a 'River of Talent' that recognises good work and pupils' positive attributes are recognised and celebrated in school assemblies. These make a significant contribution to pupils' development because they are valued and regarded as important.
95. The value of a school council is recognised as a useful forum through which the views of pupils can be formally recognised. Pupils currently share their ideas confidently with staff because they know that their thoughts are listened to and valued.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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