

# INSPECTION REPORT

## **HEAP BRIDGE VILLAGE PRIMARY SCHOOL**

Heap Bridge, Bury

LEA area: Rochdale

Unique reference number: 105797

Headteacher: Mrs M Boardman

Lead inspector: Mr I Hocking

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> October 2003

Inspection number: 256377

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	162
School address:	Heap Brow Heap Bridge Bury
Postcode:	BL9 7JP
Telephone number:	0161 764 5686
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Scrivens (Vice-Chair)
Date of previous inspection:	15 June 1998

## CHARACTERISTICS OF THE SCHOOL

Heap Bridge Village Primary School is on the border of Heywood and Bury. It is presently housed in a Victorian building in a semi-rural setting, but there are firm plans to relocate the school in three years' time. There are 162 pupils on roll with an equal balance of girls and boys. The school community is mixed; pupils come from local farms, privately owned houses and an estate of rented accommodation. About 20 per cent of pupils are entitled to school meals free of charge, which is about average for a school of this nature. One pupil is awaiting a Statement of Special Educational Need and a further 17 are identified on the special needs register. Attainment on entry to the school is broadly typical for four year olds. A relatively high number of pupils, often with learning or behaviour problems, join the school part way through the school year. There are very few pupils of ethnic origin, all of whom are competent in the English language.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1272	Mr I Hocking	Lead inspector	Mathematics, information and communication technology, design and technology, physical education, English as an additional language.
14404	Mr A Rolfe	Lay inspector	
16761	Mr M Hemmings	Team inspector	Science, art, citizenship, music, religious education, special educational needs.
30362	Mrs J Henshaw	Team inspector	English, geography, history, foundation stage.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** The headteacher, staff and governors are committed to providing a good education for all pupils, regardless of ability, in a caring environment. It is becoming increasingly popular with parents because they recognise that it benefits from good quality leadership and teaching. Standards in the juniors have suffered until very recently because of staff changes but staffing is now stabilised and consequently standards have risen. The school leadership is aware of the school's shortcomings and has a clear sense of purpose to overcome them. **It provides good value for money.**

#### The school's main strengths and weaknesses are:

- good teaching, with a significant amount of very good teaching, ensures that pupils achieve well;
- leadership, management and governance of the school are good;
- standards in information and communication technology (ICT) are below average because of unsatisfactory facilities;
- pupils are well cared for and good attention is given to their personal development, encouraging them to behave well and benefit from lessons.

The school has responded satisfactorily to issues raised in the previous inspection. Almost all of the major issues have been dealt with successfully. However, standards in ICT are still below average and remain a crucial area for improvement, despite recently enhanced resources. The school has shown significant improvement in its leadership, management and governance, which in turn has improved the quality of teaching and learning.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	D	C	D
mathematics	D	E	D	E
science	E	E	E	E

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

**Pupils' achievement is good.** The school's 2003 test results for Year 6 pupils show a considerable improvement on those shown above. When compared to all schools and to schools of a similar nature, last year's Year 6 pupils attained standards well above average in English, above average in science and average in mathematics. This represents good achievement overall. The present Year 6 class are on course to achieve at least average standards.

The test results for Year 2 pupils in 2003 show that the school has sustained above average performance in reading, writing, mathematics and science. This represents good achievement for these pupils. The present Year 2 pupils are on target to achieve broadly similar standards.

Throughout the school, pupils show good skills in language, literacy and numeracy and generally apply these well in other subjects.

Reception pupils achieve well enabling most to attain each of the goals they are expected to reach by the end of Reception, and a significant minority exceed them.

Standards in ICT are below average because the resources available for teaching and learning are inadequate.

**Pupils' personal qualities are good and are helped by good provision for their spiritual, moral, social and cultural development.** Pupils' good behaviour reflects their positive attitudes and contributes to their learning.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good and in a significant number of lessons very good.** Teaching in Reception is very good and leads to very good learning. Throughout the school, teachers and teaching assistants work in partnership in order to meet the diverse needs of all pupils. Pupils are given clear guidance about how they might improve their work. Insufficient use is made of computers to support learning in other subjects.

The curriculum is enlivened by opportunities to participate in extra-curricular arts and sports activities and has been developed to widen pupils' interest in the environment. The accommodation is unsatisfactory as it reduces opportunities for learning ICT skills and for outdoor play for Reception pupils. The curriculum overall, for pupils in Reception, is good. This is a caring school, which provides a safe environment where pupils feel happy, secure, and can learn and develop.

Parents' involvement in their children's learning is good. The school's good links with the community also make a good contribution to pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.**

The headteacher is a good leader who gives a clear sense of direction for the school. Her commitment to ensuring that the pupils reach the highest possible standards is shared by staff and governors. She has successfully motivated others and created an effective senior management team to help her manage the disruption of high staff turnover and building problems in recent years.

Governors are actively involved in the life of the school and in the school improvement planning process. They have a good understanding of the strengths and weaknesses of the school.

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

Overall, parents have positive views of the school. In particular, they are pleased with the leadership of the school, the quality of teaching, the expectation that their children will work hard and the way in which the school is helping pupils to become more responsible and mature.

Pupils like school and enjoy learning. A large majority of pupils consider that the headteacher and their teachers listen to their views.

## **IMPROVEMENTS NEEDED**

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

- increase the pace of learning and pupils' progress and raise standards and achievement in ICT;
- ensure that pupils are able to make greater use of ICT to assist learning in other subjects; and, to meet statutory requirements:
- ensure that the Governors' Annual Report to Parents and the prospectus contain all the required information.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

**Standards reached by Year 6 pupils have improved considerably in the last year.** The most recent national test results in 2003 show that pupils' attainment is close to or above the nationally expected levels. This is borne out by work seen during the inspection and reflects the fact that all pupils are achieving well.

#### Main strengths and weaknesses

- national test results for Year 6 pupils improved considerably in 2003;[RA9]
- pupils of all abilities achieve well;
- [RA10]standards in ICT are below average and pupils' achievement is unsatisfactory;
- pupils show good skills in language, literacy and numeracy;
- pupils in Reception achieve well because of the very good teaching they experience.[RA11]

#### Commentary

1. The table below shows that the school's 2003 test results for Year 6 pupils improved considerably on those of the previous year. There has been a sustained and significant upward trend in English and mathematics results, over the last three years, whilst in science there has been a dramatic improvement this year.

The main reasons for these improved results are:

- (i) the school successfully tackled previously identified weaknesses;
- (ii) the last school year heralded the end of a period of disrupted staffing, especially in the juniors and there is now a settled teaching staff throughout the school.

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

Standards in:	School results	National results
English	29.4 (26.8)	27.0 (27.0)
Mathematics	26.7 (25.8)	27.0 (26.7)
Science	29.4 (27.3)	28.8 (28.3)

*There were 20 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils of all abilities achieve well because of good quality teaching. The individual needs of those who find learning difficult are particularly well met, often through good quality support from teaching assistants. These pupils have clearly identified targets in their Individual Education Plans that enable progress to be checked. Those pupils who are most able are encouraged to extend their learning through specially chosen activities and challenging questioning.[RA13]
3. Pupils show good skills in language, literacy and numeracy. The standard of work seen in English is above average, most pupils read well and use this skill effectively in other subjects. Speaking and listening skills are also well developed and used appropriately, for example when discussing ideas in a geography lesson. Writing skills are not as well developed, for example, there are some weaknesses in punctuation that the school is aware of and is tackling this year.

Pupils show good levels of numeracy, for example in Year 6 when interpreting line graphs and in Year 2 when calculating money.

4. The test results for Year 2 pupils in 2003 show that the school has sustained above average performance in reading, writing, mathematics and science. The present Year 2 pupils are on target to achieve broadly similar standards.
5. Standards in ICT are below average because the resources available for teaching and learning are inadequate. Though the school has improved the number of computers in the last year, overall there are too few to enable pupils to have sufficient 'hands-on' experience. Therefore, achievement for pupils of all levels of ability is unsatisfactory and needs to be improved as a matter of urgency.
6. Pupils in Reception achieve well because of the very good teaching they receive across all areas of learning. Very good and sometimes excellent teaching ensures that they quickly learn to read and write. In mathematical development, pupils learn well because of the many opportunities that are offered in a variety of contexts. For example, they learn directional vocabulary such as 'over', 'through' and 'around' within their favourite story. By the time they enter Year 1 most pupils have attained each of the goals they are expected to reach by the end of Reception, and a significant minority exceed them.

### **Pupils' attitudes, values and other personal qualities**

**The school successfully encourages a liking for school, which results in pupils' good behaviour, positive attitudes to learning and good relationships. Good provision is made for pupils' personal development.**

### **Main strengths and weaknesses**

- pupils enjoy school, value each other and get on well with adults in the school;
- they enjoy finding out new things and take a pride in their work;
- pupils respond well to the good opportunities they are given for personal development;
- attendance is consistently at least satisfactory. The very small minority of pupils taken on holiday during school time adversely affects attendance figures.[RA15]

### **Commentary**

7. The school is a happy and well-ordered place in which individual pupils relate well both to each other and to adults. Staff works hard to encourage good relationships and racial harmony and value all individuals, regardless of ability or background. This is particularly beneficial for the significant number of pupils who join the school during the school year and ensures that they are rapidly well integrated within classes. The very few instances of bullying are dealt with effectively and to the satisfaction of the vast majority of parents. The fact that no pupils were excluded last year provides a measure of the social cohesion of the school and reflects the headteacher's and governors' commitment to inclusion.[RA16]
8. Pupils' good behaviour in the vast majority of lessons results from their enthusiasm for learning and because teachers set high expectations of them. This is a significant factor that contributes to pupils' learning and to the productive atmosphere of the school. [RA17] Pupils present much of their written work very neatly and with an obvious sense of pride. Those chosen to receive special mention in the achievement assembly understandably glow with pride as they stand before the school to receive acclaim for effort, kindness or personal achievement.
9. Overall, the school makes good provision for pupils' personal development. Particularly good provision is made for pupils' spiritual growth, within assemblies, because care is taken to give

pupils opportunity to reflect on the main theme, for example feelings of 'sadness'. Equally, good opportunities are planned within the curriculum, for example when pupils study butterflies or visit the environmental area. Constructive links with the world of television, theatre, music and dance enables pupils to learn about their culture whilst productive links with another school helps to widen pupils' knowledge and experience of cultures beyond their own.

- Over the last three years, pupils' attendance has been broadly in line with national averages. The amount of unauthorised absence is less than found nationally because the overwhelming majority of parents provide school with an explanation for their child's absence. However, a small minority of parents take children on holiday during school time, which adversely affects the overall attendance figures.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	94.6	School data	0.0
National data	94.1	National data	0.5

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

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	122	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – any other Asian background	1	0	0
No ethnic group recorded	7	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. This is because teaching is effective and pupils respond positively in lessons. The climate for learning is good and pupils well cared for; pupils achieve well.

### Teaching and learning

**Teaching and learning are good and in a significant number of lessons very good.** Teaching in Reception is very good and leads to very good learning. Throughout the school, teachers and teaching assistants work in partnership in order to meet the diverse needs of all pupils. Pupils are given clear guidance about how they might improve their work. Insufficient use is made of computers to support learning in other subjects.

## Main strengths and weaknesses

- lively teaching and very good relationships underpin well managed classes, in which successful learning takes place;
- teachers and teaching assistants form a very good partnership;
- methods for catering for pupils' different needs are good;
- insufficient use is made of ICT to support learning in other subjects;
- teachers' marking is thorough and constructive.

## Commentary

11. Lively teaching and very good relationships between pupils and adults are factors common to the majority of lessons. These features are especially prevalent in the best lessons, for example most of those in Reception and a significant proportion of English and mathematics lessons. In such lessons, the teacher has to spend little time managing pupils' behaviour because the learning is interesting and pupils have little time or inclination to lose interest and concentration. In the vast majority of lessons, classes are well managed by the teacher and only on rare occasions is there a need for the teacher to intervene more promptly when the behaviour of a very few pupils threatens to impair the learning of others. For the most part, staff deals productively with relatively little potentially difficult behaviour.
12. The very good partnership between teachers and teaching assistants results in well-organised lessons that run smoothly and efficiently. Teachers ensure that the teaching assistants are well informed about what pupils are intended to learn. Similarly, pupils are given a clear picture of the lesson intentions and about how they should behave. The highly effective work of teaching assistants reflects and justifies the governors' financial commitment to this provision.[RA20]
13. Lessons are well planned and delivered to meet the diverse needs of pupils. [RA21] Teachers' good understanding and delivery of the National Literacy and Numeracy Strategies reflects effective subject leadership of English and mathematics. In these two subjects especially, detailed lesson plans provide a secure basis for learning. Where pupils have difficulties with learning, extra support and/or specially tailored work is made available, for example, in a Year 1 lesson based on Goldilocks, the excellent and sensitive work of the teaching assistant promoted the full participation and good achievement of a pupil with special educational needs. Equally, the challenging questions and extension activities presented to the most able pupils in a Year 6 mathematics lesson ensured that these pupils were taken to a higher level of understanding of line graphs. Throughout the school, teachers' judicious use of questions, which are pitched at an appropriate level, ensures that pupils develop a secure understanding at the same time as they are developing their knowledge and skills.[RA22]
14. Teachers' positive and accurate marking of pupils' work provides pupils with a clear understanding of how to improve their work and helps motivate them further. This aspect of teaching is rightly valued by pupils and is a key factor in enabling pupils to progress in English and mathematics because often the written comments help to tackle misunderstandings, for example, when a pupil believes that multiplying by ten merely means adding a zero (a practice that breaks down when dealing with decimals). [RA23]
15. Overall, due to limited resources, insufficient use is made of ICT within lessons. However, there are a few occasions when computers are used effectively to support learning in other subjects, for example in a Year 6 geography lesson where pupils were learning about water supplies in Bangladesh.

### Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (23%)	14 (47%)	8 (27%)	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 sound range of learning opportunities that cater well for the needs of all pupils. The curriculum is enlivened by opportunities to participate in extra-curricular arts and sports activities and has been developed to widen pupils' interest in the environment. Although resources are generally adequate, the accommodation is unsatisfactory as it reduces opportunities for learning ICT skills and for outdoor play for Reception pupils. The curriculum overall, for pupils in Reception, is good.

## Main strengths and weaknesses

- there is good use of the school's environmental area and pond, which has heightened pupils' interest and understanding of environmental issues;
- the curriculum has been broadened through participation in sports and arts events;
- provision for pupils with special educational needs is good;
- the Foundation Stage curriculum caters well for all areas of learning;
- there are well-planned opportunities to use literacy and numeracy skills within other subjects such as science, history and geography;
- accommodation is unsatisfactory overall because it limits pupils' opportunities to practise ICT skills. Also, the uninspiring, temporary outside play area for Reception pupils limits their opportunities.[RA24]

## Commentary

16. The school has an environmental area, which is used well not only for fieldwork in geography and science but also for social interaction and for spiritual development. In the summer, Reception pupils grow vegetables and do weeding. In the autumn they plant bulbs in their garden area. Older pupils have opportunities to use the pond to study life-cycles or a variety of grasses, plants and trees. In the summer months, benches provide pupils with havens for thought or for chatting to friends. This provision has resulted in an interest in environmental issues and pupils show a good understanding about butterflies, recycling and clean water supplies in developing countries.
17. Pupils are given the opportunity to participate in a wide variety of sports during the appropriate seasons and Year 6 pupils are offered an outdoor activity-based holiday. The school productions are well supported and pupils enjoy taking part. The school choir has sung in the local community and, in the past, pupils have been able to experience the world of film and television by taking part in promotional videos.
18. The provision for pupils with special educational needs is good. Their Individual Educational Plans have specific and manageable targets, which enable these pupils to make good progress and achieve well. Teachers carefully plan for their needs and teaching assistants are used well to support their learning and those of other groups in classes.
19. Pupils in the Foundation Stage in Reception receive a good range of activities and learning experiences that are very well planned and integrated. Pupils are introduced to school through a

well-organised Tuesday Club. Pre-school children regularly attend sessions and are invited on one occasion to eat lunch in school with their parents and carers. This results in a very settled start to their experience of school and good achievement in their learning.

20. Teachers use opportunities within other subjects to develop pupils' literacy and numeracy skills. For example, in a Year 3 geography lesson, pupils discussed questions they might ask their parents about recycling and used word-processing to write the questionnaire.
21. As the school has become more popular, the question of limited space has become an issue. The school has done all it can to alleviate the problem but it has impacted on the standards of attainment in ICT as the pupils are not able to use the computers frequently enough to develop their individual skills. The planned conservatory for the Reception pupils is about to be built and this will provide the pupils with a dual-purpose indoor/outdoor environment. Staff makes good use of the little garden to extend learning. In spite of efforts to bring the curriculum outside, the temporary area is uninspiring and dull and does not provide an interesting environment for learning. The school has improved accommodation in some areas and the school boasts a small, but bright and well-used library. Displays of pupils' work enliven dark corners and celebrate achievement, which helps to divert attention from the elderly building.

## Care, guidance and support

**This is a caring school, which provides a safe and secure environment where pupils feel happy, secure and can learn and develop.** There are satisfactory procedures relating to child protection but aspects of health and safety require attention. Procedures for pupils' support and guidance are good. Good quality induction procedures enable pupils to settle quickly into the school environment. The school actively seeks pupils' views of the school.

## Main strengths and weaknesses

- relationships between staff and pupils are good and provide a secure basis for the good standard of support and guidance for pupils;
- there are very good procedures for the induction of pupils into the school;
- weaknesses exist in the carrying out of risk assessment.[RA25]

## Commentary

22. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements; the headteacher is responsible for the application of this policy on a day-to-day basis. However, there are some weaknesses in the implementation of risk assessment for educational visits and fire risk assessments. First-aid provision is good, there are sufficient qualified first-aiders and good records of accidents and injuries are maintained. There are satisfactory procedures for child protection. The deputy headteacher is the designated teacher and has received appropriate training, as has the headteacher, however, there is a need to update this training. Staff has received child protection training at staff meetings; however, there is insufficient guidance[RA26] for staff on the recognition of the signs and symptoms of child abuse and the procedures to follow should allegations be made against staff.
23. The good standard of individual care, support and guidance provided for pupils enables them to feel happy, confident and secure. Staff and pupils are well known to each other and interact well both inside and outside the classroom. Pupils are confident that they can approach their teachers should any problem, either of a personal or academic nature arise and that appropriate support and guidance would be forthcoming. The provision for pupils' welfare is further enhanced by the involvement of the school's outreach worker and pupil counsellor. There are very good procedures for the induction of pupils into the school. In the summer term, prospective pupils attend one day a week for six weeks, ensuring that they are fully familiar with

the school. This, together with home visits, enables pupils to settle quickly into the school environment. The good level of care and support enables pupils to concentrate on their lessons and has a positive impact on their learning. [RA27]

24. The school's arrangements for seeking pupils' views are satisfactory. Analysis of pupils' questionnaires indicates that a large majority of pupils consider that the headteacher and their teachers listen to their views. Pupils who have special educational needs are involved in drawing up targets for inclusion in their individual educational plans.

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

The school has developed a strong partnership with parents. The quality and range of information provided for parents is satisfactory. Overall parents have positive views of the school and a significant number of parents are actively involved in the life of the school. The school has developed good links with the community that makes a good contribution to pupils' learning. There are good links with other schools.

### **Main strengths and weaknesses**

- parents' views of the school are good;
- the school has established strong links with parents that make a positive contribution to pupils' learning;
- the school has developed good links with the community;
- there are good links with other schools. [RA29]

### **Commentary**

25. Overall, the quality of information given to parents is satisfactory. The school prospectus and Governors' Annual Report provide a wide range of information about the school and its activities; however, they do not fully meet statutory requirements.[RA30] Regular newsletters and letters about specific events ensure that parents are kept up-to-date about current activities. Parents are invited to two parents' meetings, at which time they can discuss their children's progress; attendance at these meetings is good. Pupils' annual reports are of good quality, giving clear guidance on pupils' attainment, progress and targets for improvement. The school occasionally seeks the views of parents by using questionnaires. However, currently this only involves parents of Reception and Year 6 pupils. There are good arrangements to involve parents of pupils with special educational needs in the review of their children's Individual Educational Plans. [RA31]
26. Overall, parents have positive views of the school. In particular, they are pleased with the leadership of the school, the quality of teaching, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. They are also pleased with the progress their children make in their learning and the wide range of extra-curricular activities provided by the school. Evidence from the inspection confirms these positive views.
27. Parents' involvement in their children's learning is good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms and accompanying pupils on educational visits. Parents say that the literacy and numeracy evenings the school has provided has given them a good insight into how these subjects are taught and has assisted them to support their children's learning at home. There is an active Friends Association that organises social and fund raising events; significant amounts of money have been raised to finance additional learning resources, which have had a positive impact on pupils' learning.

28. The school's links with the community are good and make a significant contribution to pupils' learning. The range of visitors to the school enhances pupils' learning in drama, art and music. [RA32] The use of the school's environment area makes a significant contribution to pupils' learning in science and art and to their personal development. The school makes good use of the local community, for example visits to the local church to promote pupils' spiritual and cultural development. Visits to a local art gallery support pupils' learning in art and in design and technology and local field trips contributes to pupils' learning in history and geography.
29. The school's links with other educational establishments are good. Strong links established with the local secondary school, to which the majority of pupils transfer, using the facilities for sports, science and drama. The school has developed good transitional arrangements including effective liaison between staff and the transfer of information relating to pupils' academic and social skills. Pupils have a full day induction at the secondary school, at which time they meet their form tutor and experience a range of lessons. Pupils in Year 6 are engaged in transitional work, in both numeracy and literacy that is continued when they transfer to the secondary school, all of which has a positive impact on the continuity of curriculum provision.

## **LEADERSHIP AND MANAGEMENT**

**The leadership, management and governance of the school have been improved since the last inspection and are now good.**

### **Main strengths and weaknesses**

- the school is well led by the headteacher;
- governors play an active role in developing the school;
- there are good procedures for checking the performance of the school;
- the professional development of staff is good;
- financial management is good;[RA34]
- the provision for ICT requires improvement.

### **Commentary**

30. The headteacher is a good leader who gives a clear sense of direction for the school. Her commitment to ensuring that the pupils reach the highest possible standards is shared by all staff and the governors. She has been central to the successful tackling of the key issues from the last inspection, for instance, by developing school improvement planning and in providing more opportunities for pupils to develop their writing skills. In so doing, she has motivated others and created an effective senior management team to help her manage the disruption of high staff turnover and building problems in recent years.[RA35]
31. The role of the governors has been improved since the last inspection and they are now more actively involved in the life of the school and in the school improvement planning process. They have a good understanding of the strengths and weaknesses of the school and carry out the vast majority of their statutory duties well. The headteacher values their contribution of acting as critical friends of the school by bringing an objective view of matters. There is a shared vision with the headteacher of the way that the school is to be taken forward, for example, one of the current targets is to provide more structured opportunities for pupils to develop their creativity.[RA36]
32. The arrangements for checking and evaluating the school's work are good. The school's improvement plan is a useful document, which contains criteria against which the school can measure its success in achieving its targets. It identifies clear and manageable targets for action. Performance management is well linked to school improvement priorities. Teachers are set targets and are observed teaching, after which they are given formal feedback, to help them further improve the existing good quality of their teaching. [RA37] The role of the senior



management has been improved recently and there are now recognised arrangements for them to scrutinise teachers' planning, sample pupils' work and undertake lesson observations to check the quality of teaching and learning.[RA38]

33. There is good use of performance management procedures to determine training needs that are in tandem with school improvement planning. Teachers and support staff are given many opportunities to take part in training linked to school and national priorities, to help build up their personal professional development. [RA39]
34. There are good systems in place to make sure that the school's finances are carefully controlled and expenditure is regularly reviewed. There is a secure understanding of the principles of best value, which are applied well when comparing costs for purchases and their effect on the achievement of pupils. A good example of this is in the way the school took the decision to employ more teaching assistants to better support the pupils' academic and pastoral development. This has proved to be money wisely spent.[RA40]
35. The provision for ICT has been improved since the last inspection but there are still insufficient numbers of computers, a lack of space and limited opportunities for pupils to adequately develop their knowledge, understanding and skills in this subject.

### **Particular aids or barriers to raising achievement and their impact:**

**Aids:** the extra teaching assistants have helped improve the provision for the pupils' academic and pastoral development;  
the deputy headteacher is used well to provide release time for teachers with particular responsibilities to develop their expertise.

**Barriers:** the recent staff and building problems have caused disruption to teaching and learning;  
the poor accommodation and lack of sufficient resources for ICT limit achievement in this subject.

### **Financial information**

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

Income and expenditure (£)	
Total income	370,842
Total expenditure	359,976
Expenditure per pupil	2,222

Balances (£)	
Balance from previous year	9,013
Balance carried forward to the next	19,879

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

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

36. Provision overall is good. Teaching is very good. The expertise and teaching skills of the teaching assistant make a significant contribution to pupils' learning. Staff works very well together. Pupils in Reception have a very good start to their education through a carefully structured pre-school introduction to the class and very well planned learning activities. Leadership of the foundation stage is very good and management is good. The leader has improvement and achievement at the forefront of all her planning and continually reviews classroom practice. Although resources are satisfactory overall, accommodation is unsatisfactory.
37. Standards of attainment in all areas of learning are broadly in line with national expectations when children first start school. They achieve well and most reach the Early Learning Goals[RA43] by the time they start in Year 1. A significant minority exceed these goals.

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

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

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

- there is a very good induction programme to introduce pupils to school;
- pupils quickly learn to apply their learning to independent work;
- teachers' high expectations result in very good behaviour and good achievement.

#### **Commentary**

38. Pupils are introduced to school in a gradual and structured programme that fully includes parents and carers. As a result, pupils very quickly settle into school life and learn to be independent. Staff is very aware of the needs of the pupils and create opportunities for them to develop skills such as learning to dress and undress, share and take turns, make choices and explore. In very good lessons, the pupils show the ability to concentrate for long periods and levels of personal development above that expected. This is because the organisation of sessions is very good, activities are challenging and expectations are high. Pupils behave very well because they are interested in what they do. They are friendly and sociable in their secure environment. The pupils are given very good opportunities for independence, for example when using the computers on their own. They apply their learning well. Despite the fact that these young children have only recently joined the school, they have achieved well.

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

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

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

- there is some excellent, inspired teaching in this area of learning;
- language development is given sharp focus in all areas of learning;
- pupils achieve well and quickly learn to read and write;
- there is insufficient scope for reading and writing activities in role-play areas.[RA44]

## Commentary

39. Very good and sometimes excellent teaching ensures that the pupils quickly learn to read and write. They can already predict endings, join in with familiar stories, and read well-known words using expression. Basic skills are taught systematically but in a lively and interesting way so that pupils build on their knowledge. Good support from home for children's reading has also resulted in good progress and the home - school reading record is used very well. Pupils also add their own comments once they are able to. Speaking and listening skills are developed in every area of learning and pupils learn the appropriate vocabulary for the activities they are involved in. For example, they learnt the words 'delicate' and 'sensitive' when describing the 'babies' they were bathing. There is further scope for development of reading and writing within the role-play areas.

### **An excellent example of inspired teaching in Reception class, based on the text *Rosie's Walk***

The opening activity in this lesson involved the teacher making unique use of a large display board that pictorially depicted the chronological sequence of events that occurred when Rosie the hen went for a walk. The teacher simulated Rosie's walk by progressively moving a large cardboard cut out of Rosie along the display. As she paused at each point in the journey, such as 'the pond', she prompted the class to read the supporting enlarged labels containing the text of the story. Throughout the activity the pupils were totally engrossed and 'joined in' the reading of the place labels. This captivating and imaginative introduction set the scene for the subsequent sharing of the book with the class. Once again the pupils sat spellbound as the teacher animatedly read the story, taking care to use clear diction when pronouncing each word. Both the teacher and the teaching assistant conveyed a real sense of affinity for their work, a sense of enjoyment of reading, and presented themselves as ideal role models for these very young pupils. A variety of well chosen follow on group activities equally challenged and inspired pupils of all levels of ability. Throughout the lesson the excellent teamwork between teacher and teaching assistant were fundamental to this outstanding practice.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- there is very good teaching in this area because activities are challenging;
- mathematical vocabulary is integrated into other areas of learning.

## Commentary

40. Pupils achieve well because they learn mathematics in many other areas of learning. For example, they learn directional vocabulary such as 'over', 'through' and 'around' in listening to their favourite story of Rosie's Walk. An interactive display of patterns inspires pupils to make their own repeating patterns from a variety of objects, including stones and shells. In a very good mathematics lesson, the timing of activities allowed the staff to check how well the pupils were doing and to guide them towards success. Pupils of all abilities achieve well because the activities are planned to meet their diverse needs. Many are beginning to recognise numerals even when these are partially hidden and to place objects and numbers in order. More able pupils accurately draw the correct number of objects to match a given numeral.

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

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

### **Main strengths and weaknesses**

- good use is made of the small garden and environmental area.

### **Commentary**

41. In the environmental area, pupils study the life-cycles of frogs and make booklets to record this. They plant bulbs and learn about the parts of the plants and how they grow. Pupils are given good opportunities to use all their senses, such as smelling shampoo, touching plants, stones and shells and observing the environment at different times of the year. They learn about different fruits and experiment by tasting these.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**

### **Main strengths and weaknesses**

- teaching is very good and as a result pupils achieve well;
- there are limited opportunities for extended provision within the playground area;
- the garden area offers opportunities for physical activities such as planting and weeding.

### **Commentary**

42. Teaching of physical development is very good and pupils achieve well because the brisk pace of lessons ensures that all pupils are physically challenged. Pupils are able to express themselves with confidence and control. They are beginning to use equipment in the hall imaginatively and are becoming aware of space and safety. Fine motor skills are developed well as pupils learn to use tools such as scissors and glue and to manipulate small objects. Provision is limited in the temporary playground as pupils are unable to use the space freely and there is not enough equipment to offer continuous development of skills, such as balance. A conservatory is about to be built but the playground also needs to be more imaginatively developed to enliven all areas of learning but especially physical development. Good achievement could then be lifted to a very good level.[RA45]

## **CREATIVE DEVELOPMENT**

### **Commentary**

43. Pupils have been given opportunities for experimentation and guidance in using materials. They have created large paintings to illustrate the environments in the story The Bear Hunt, demonstrating their understanding of movement and colour. They can mix paints and are learning about creating new colours. They are beginning to use their imagination in many areas of their work such as role-play and physical development.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**

#### Main strengths and weaknesses

- standards in reading and writing are good;
- teaching overall is good and there is some very good teaching;[RA46]
- leadership and management of the subject are good;
- teachers check work thoroughly to help pupils improve;
- although handwriting is taught well, pupils do not always use the skills they have learnt in their writing; and school has identified the need to improve the standard and use of punctuation;[RA47]
- there is unsatisfactory use of ICT to support learning within English.

#### Commentary

44. In general, the standard of work seen in English is good. Most pupils read well and are given suitable opportunities to use literacy skills within other subjects. The school has appropriately focused on raising standards in writing and particularly in raising expectations for higher attaining pupils. This has contributed to a significant improvement at all ability levels in results in the 2003 National tests for Year 6 pupils. Pupils in the current Year 2 demonstrate good skills in planning their writing and in developing the use of connectives to form more complex sentences. Year 6 pupils develop their understanding of the features of different challenging texts. Pupils with special educational needs achieve well. They are usually well supported in lessons and teachers and teaching assistants plan activities and questioning which will help pupils to be successful and develop their skills at an appropriate pace.
45. The achievement of pupils is good. This is because teaching is good and sometimes very good. Lessons are well planned and teachers have good subject knowledge. Teachers and teaching assistants work as an effective team to ensure that the needs of all are met well. In most cases, activities are varied and the lessons are well-timed resulting in attentive pupils who remain on task. For example, in a very good lesson in Year 1, pupils were encouraged to express reasoned opinions about different versions of The Three Bears story. As a result, pupils clearly improved their speaking skills. Similarly, in Year 3, all pupils were fully involved in a shared writing activity, which made good use of 'talking partners'. The varied activities helped the pupils to concentrate well. Pupils are given purposeful activities for their writing; for example, Year 2 pupils wrote to pupils in a multi-ethnic school.
46. The vast majority of pupils behave well and enjoy their work. Relationships in the classes are good and often very good, resulting in good attitudes in lessons. However, sometimes the structure of the National Literacy Strategy is not used flexibly enough to take account of specific needs of some pupils. Where the lesson sections are occasionally too long and not varied enough, less confident pupils or those with a shorter concentration span sometimes become disruptive and inattentive. Some older pupils are not as mature as expected and need more practice and guidance in working independently and in using their own skills to research.[RA48]
47. The marking of pupils' books is good and acts as a support to learning. Pupils in Years 3 to 6 are aware of their group targets and aim to achieve them. Younger pupils in Years 1 and 2 are less familiar with their individual targets but know how they could do better. Teachers collect a variety of information, throughout the year, about how well pupils are doing and this leads to the development of ways to help them improve and make appropriate adjustments to lesson plans.

For example an analysis of test results has resulted in a new strategy to improve pupils' writing in Years 1 and 2.

48. The leadership and management of the subject are good. The subject leader is competent and committed and has a clear idea of the strengths and weaknesses in English. She systematically checks both planning and teaching. Pupils' work is also checked to ensure good progress and achievement and any staff's training needs are identified. This practice has resulted in good teamwork, particularly where there are mixed-age classes, and an improvement in teaching overall.
49. Handwriting is taught in short, specific lessons and pupils improve their control and style over time. However, they are not always able to translate this skill to their writing at other times. The school has recognised that punctuation is also a weaker feature of pupils' writing skills. Teachers duly emphasise its importance during reading and writing.
50. ICT is not used often enough within English lessons and is not seen as a support for learning. Pupils do not have enough skills to use the resource independently to successfully develop their own learning.

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

51. This aspect is good and opportunities are taken within all subjects to develop pupils' speaking, listening and literacy skills. In geography for example, pupils confidently make suggestions and are encouraged to give extended answers. They learn to present information in a variety of ways. In history, Year 2 pupils write about holidays now and in the past and use their writing skills well, remembering punctuation to complete sentences. Teachers generally have good subject knowledge[RA49] and develop pupils' knowledge and understanding of vocabulary within other subjects. Opportunities are sometimes offered for drama within lessons, which leads to a good development of reading and performance skills.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- standards in pupils' work are currently at least as high as they should be and in many cases are above average;[RA50]
- pupils of all abilities achieve well because of consistently good and very good teaching;
- pupils enjoy mathematics and work hard in lessons;
- leadership of the subject is good;
- insufficient opportunities are available for pupils to use ICT in mathematics.

### **Commentary**

52. Standards in mathematics are at least in line with those achieved nationally. National test results for Year 6 pupils, in 2003, are very close to the national figures and are very much improved on those of previous years. This is mainly because the school had settled staffing in the juniors for the first time in three years. Also, the school took effective steps to find out where improvements were needed and, in partnership with local education authority consultants, has taken decisive action, for example in successfully tackling weaknesses found in pupils' problem-solving skills. As a result, pupils now in Year 2 and Year 6 show above average competence in numeracy skills. However, the school is not complacent and recognises that performance in mathematics lags behind English and science results.

53. All pupils, including those who find learning difficult and those who are particularly able in mathematics, achieve well. This reflects a significant improvement since the previous inspection when the most able were not doing as well as they might. A major factor in this improvement is the consistently good and very good teaching that pupils experience. Teachers have very clear intentions about what the pupils are to learn and planning for lessons shows that the demands made of pupils are appropriately pitched to their abilities. Mixed-age classes present an extra challenge for teachers but very good teamwork between teachers and teaching assistants ensures that the diverse needs of the class are well met.
54. Teaching assistants are well informed about their role and their skilful work makes a considerable contribution to pupils' learning. Teachers' skilful questioning successfully deepens pupils' understanding and enables teachers to gain a clear picture about the progress being made.
55. Pupils' positive attitudes and good behaviour reflect their enjoyment of mathematics and their very good relationship with staff. Pupils take pride in their work and respond well to the helpful written comments made in their workbooks. Pupils' willingness to listen well and work hard means that teachers are able to make full use of the lesson time because disruptions are very rare.
56. The subject is well led. Clear knowledge is gained about where improvements are needed and effective action is taken, for example in tackling the issues identified by the previous inspection and in producing a very informative and well constructed numeracy action plan. Appropriately ambitious targets are set, reflecting the school's commitment to raising standards of performance.
57. The provision for pupils to use ICT is inadequate. Because most classrooms only have two or three computers, pupils are unable to spend enough time in using them to assist their learning in mathematics.

### **Mathematics across the curriculum**

58. Mathematics is used satisfactorily in other subjects. Some good opportunities are taken in science and design and technology for pupils to apply their numeracy skills. For example, Year 6 pupils sampled a variety of bread, which involved them in calculating costs per 100 gram and in producing bar graphs of pupils' preferences.

## **SCIENCE**

Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- leadership and management are good;
- some teaching and learning are good;[RA51]
- pupils enjoy their science activities;
- there are thorough planning procedures;
- improvement is needed in developing the pupils' investigational skills and the use of ICT to support their learning;
- the environmental area is used well.

### **Commentary**

59. The co-ordinator is a good leader and manages the subject well, as is shown in the way she has taken the lead in reviewing and improving the planning procedures for science. She is enthusiastic and is a good role model for staff.
60. In the best lessons[RA52] the teachers show good subject knowledge, which enables them to ask relevant questions to challenge the pupils' thinking and develop their learning. Teachers provide activities that build well on previous work so pupils can use previous scientific knowledge to support their learning. Lessons are well planned, ensuring that pupils of all abilities are given work that suitably challenges them. There is good use of teaching assistants, especially to support those pupils with special educational needs, enabling them to take full part in lessons. Explanations of scientific ideas at the start of lessons are clear and there are high expectations of pupils' behaviour and of what they can achieve. Such features of teaching were evident in a Year 1[RA53] lesson, when pupils were developing their understanding of sight by investigating properties of mirrors, in terms of reflection and magnification. The pupils were encouraged to work together in small groups, which made a positive contribution to their personal and social development.
61. The pupils show much enjoyment in their work, especially when doing practical investigations. They are well behaved and work well together in pairs and small groups. They concentrate well, listen attentively and are productive in lessons. They share the scientific resources and equipment fairly and use them carefully.
62. The school has recently modified its planning arrangements to take better account of the needs of pupils in the mixed age classes. Consequently, pupils are now being given work that better matches their ability and so are able to develop learning.
63. There are times when the practical work given to pupils is not structured enough and does not enable them to make sufficient progress in developing their investigational skills. The school is currently reviewing provision to ensure more opportunities for such structured activities are included. There is only limited use of ICT to support learning.
64. Good use is made of the environmental area to develop the pupils' knowledge and understanding of life processes and living things.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **unsatisfactory**

### **Main strengths and weaknesses**

- standards of pupils attainment are below average;
- learning is unsatisfactory because there are too few computers to provide pupils with sufficient 'hands-on' experience;
- frequent changes of leadership of ICT and limited accommodation have hampered progress in the subject;
- insufficient use is made of ICT to support learning in other subjects.

### **Commentary**

65. Since the previous inspection the school has significantly boosted the quality and quantity of computers available in the classrooms. In most classrooms there are two or three computers to be shared. However, these are too few to enable pupils to achieve satisfactorily. Therefore, insufficient pupils reach the required standards in ICT. The school's own reliable systems of assessing pupils' learning reveal that only around two in three pupils reach an average level of



competence and very few exceed this level. This is particularly true of the older juniors, because resources were even poorer in previous years.

66. Only two lessons were seen where ICT was taught as a subject in its own right, both of which were in the infants. In both lessons, teaching was at least satisfactory and in one case it was good. Nevertheless, pupils' learning was unsatisfactory because of the enforced time lag between being taught and being able to practise what they had been taught. This is frustrating both for teachers and pupils. It also represents inefficient use of lesson time because teachers find themselves having to repeat information and skills previously taught. Nevertheless, pupils sustain keen interest, positive attitudes and very good behaviour despite the obvious disappointment of having to wait some time for their turn. Teachers have to overcome the difficulty of having to demonstrate to the entire class using a normal size computer monitor screen because there is no facility such as an interactive whiteboard or large projector screen.
67. Staff turnover and limited accommodation have hampered progress in the subject. Since the previous inspection, when there was no subject leader for ICT, there have been three enforced changes in leadership. The present subject leader brings enthusiasm and expertise to the role and has introduced a scheme of work from which teachers can plan their lessons. She has been instrumental in supporting her colleagues in the recent ICT national training scheme for teachers. However, the school premises are so limited in space that there is no room available that is adequate in size to facilitate the kind of computer suite that is found in the vast majority of primary schools.

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

68. There is insufficient use of ICT to support learning in other subjects. However, some good examples of pupils using ICT include developing story and poetry writing skills, and use of the Internet for researching historical and geographical information.[RA59]

## **HUMANITIES**

During the inspection, two lessons were seen in each of religious education and geography. One history lesson was seen.

### **Religious Education**

#### **Commentary**

69. The development of pupils' spirituality is promoted through opportunities in lessons to discuss values and beliefs, including religious beliefs, and the manner in which they affect peoples' lives. In a good lesson, for pupils in Year 1, about the story of Noah's Ark, the teacher called upon pupils' own experiences in a discussion regarding their feelings about keeping a promise. The sensitive way this was led made a very good contribution to pupils' spiritual development. Due emphasis is also placed on learning about the beliefs and traditions of various faiths and cultures. This is shown by the way the curriculum has been extended recently to incorporate a study of the main features of Hinduism and Buddhism.
70. Good links with St George's Church help to deepen pupils' knowledge and understanding of the Christian faith. The vicar comes into school to take assemblies and work with pupils, while they in turn visit the church to take part in a variety of Christian services and celebrations.
71. There is insufficient opportunity for the co-ordinator to check teaching and learning, which means she has a limited view of the quality of education in the subject.
72. Little use is made of ICT to support pupils' learning in the subject.

## History and Geography

### Commentary

73. Pupils in Year 1 showed great interest in a well-planned history lesson about changes in toys over time. Carefully chosen resources and the teacher's good subject knowledge led to the full attention of all the pupils as they listened carefully to the story about the origins of the teddy bears. These pupils were able to place a number of teddy bears and dolls in chronological order and identify their distinguishing features. Pupils in Year 2 learn about holidays now and in the past. They are able to write about differences and demonstrate understanding as their work is suitably planned to match abilities.
74. Pupils in Year 3 develop their interest and understanding about environmental issues through their study of litter pollution. Activities are varied and cater well for different abilities and learning styles. Pupils were generally actively involved in the lesson. Planned discussion and positive feedback resulted in increased confidence and pupils made relevant suggestions. There was some good use of ICT when the pupils word- processed their questionnaire for parents.
75. In Year 6, pupils investigate the importance of clean water supplies. The work is linked well to literacy and the teacher has good subject knowledge. This results in good challenge and achievement.
76. The school's environmental area is used well. There is a variety of trees, plants and grasses and pupils in Year 6 talk enthusiastically about their work at the pond and their sightings of wildlife, such as herons and rabbits. This has led to a school wide interest in environmental issues. Pupils also enjoy some extra-curricular activities, such as the residential adventure visit and trips to museums, which enrich the humanities curriculum.
77. ICT is not used sufficiently to support learning or research in history or geography. Planned opportunities for pupils to use the Internet are sometimes frustrated by technical problems such as connection difficulties.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the inspection two lessons were seen in each of physical education and design and technology. No lessons were seen in music or art.

### Design and technology

#### Commentary

78. In both lessons, teachers' good level of subject knowledge enabled them to develop pupils' skills and understanding through skilful questioning and demonstration. For example, the teacher's good quality demonstration to Year 4 pupils enabled them to understand how simple levers could be incorporated into their moving picture books.
79. Teachers exploit opportunities to develop pupils' learning in other subjects, such as science, mathematics and literacy, for example when pupils are required to discuss their ideas with their 'talking partner'. Good contributions are also made to pupils' personal development through such discussion and by considering specific aspects, such as healthy eating.
80. Pupils' positive attitudes are evident in their ability to listen, concentrate and work productively, for example when Year 2 pupils were designing and making puppets.

## **Music**

### **Commentary**

81. Pupils are able to join extra-curricular clubs such as the choir, or learn to play a musical instrument from peripatetic teachers. Pupils are encouraged to take part in the musical performances, held at various times of the year, for parents and members of the community.

## **Art and Design**

### **Commentary**

82. Pupils' spiritual development is well supported by a variety of activities in art. Of particular note are the many opportunities given to them to closely observe and record their impressions of the beauty of nature. The environmental area is used well for this purpose. A good example of this is the display of spirals, based on a study of snails, which is bright, glittery and uplifting, in what is otherwise a dark corner of the school.

## **Physical Education**

### **Commentary**

83. Almost all pupils reach the required standards in swimming and many exceed this standard. The school's financial commitment to this aspect of physical education and the swimming expertise amongst the staff contribute to these good standards.
84. The school provides good quality enrichment to pupils' physical education curriculum, for example through visiting dance groups, football and netball and through competing against other schools. The highly valued residential adventure activity offered to older pupils makes a very good contribution both to physical education and personal development.
85. The school's accommodation is unsatisfactory. Playground facilities are adequate but there are no playing fields and the school hall is too small, especially for classes of older pupils. However, the school does all that it can in an attempt to compensate for these limitations by using the sports facilities of neighbouring schools.
86. The subject leader has produced an action plan that maps the way forward for the subject. Her expertise in swimming and her enthusiasm equip her as a good role model for colleagues.

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

No lessons were seen covering this aspect of learning. Assemblies make a good contribution to this subject, whilst other curriculum subjects, such as religious education, history and geography make a satisfactory contribution.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
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).*