

# INSPECTION REPORT

## **HENRY CHADWICK PRIMARY SCHOOL**

Rugeley, Staffordshire

LEA area: Staffordshire

Unique reference number: 124103

Headteacher: Mr D. Werry

Lead inspector: Mr C.D. Loizou

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> November 2003

Inspection number: 256395

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	92
School address:	School Lane Hill Ridware Rugeley Staffordshire
Postcode:	WS15 3QN
Telephone number:	01543 490354
Fax number:	01543 490354
E-mail address:	office@henrychadwick.staffs.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Dr N. Shepperson
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Henry Chadwick Primary School is situated near Rugeley in Staffordshire. The school is small compared with other primary schools and admits up to 15 children into its reception class. The school also admits a small number of younger children each January and April in the term after their fourth birthday. These younger pre-reception children are taught alongside reception children for up to two terms before joining the school in the following September. There are 92 pupils on roll between the ages of four and eleven and they are taught in one reception class and three mixed-age classes. Nearly all of the pupils are of white heritage and all speak English as their first language. Attainment on entry is in line with the standards expected nationally for children starting reception. Three per cent of the pupils are eligible for free school meals, which is below the national average. Less than five per cent of the pupils, which is low, join or leave the school each year at times other than the usual time of first admission or transfer to secondary education. Thirteen per cent of the pupils have special educational needs, which is below average and seven per cent (above average) have a statement of special educational need. The headteacher was recently appointed to the school and nearly all the staff have joined the school in the last three years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18645	Charalambos Loizou	Lead inspector	Foundation Stage curriculum English Science Information and communication technology Geography History Physical education Religious education
13448	Dawn Lloyd	Lay inspector	
1678	David Peckett	Team inspector	Special educational needs Mathematics Art and design Design and technology Music

The inspection contractor was :

peakschoolhaus ltd

BPS Business Centre  
Brake Lane  
Boughton  
Newark  
Nottinghamshire  
NG22 9HQ

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a good education.** The teaching is good throughout the school and the pupils achieve well. Standards in English and science are above average by the end of Year 2 and Year 6 and are well above average in mathematics. The school is well led and managed at all levels and provides good value for money. This is a highly inclusive school which enables all the pupils to do well, including those with special educational needs.

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

- Standards are above average in most subjects and the pupils achieve well.
- Teaching and learning are good and very good in Years 3 and 4.
- The pupils use their literacy and numeracy skills well but writing skills in the reception year are underdeveloped, and handwriting in the infant years needs to be improved.
- This is a highly inclusive school where all the pupils have good opportunities. Those with special educational needs thrive in a supportive and effective learning environment.
- The pupils show very good attitudes to school and their work, and are very well behaved.
- The school is well led and managed by the headteacher, staff and governors.
- There are very good links with parents and the community the school serves.
- The use of information and communication technology (ICT) to support learning across the curriculum needs to be improved.

The school has made **very good improvement** since its last inspection in 1998. Standards have improved markedly in English, mathematics and science. The quality of teaching in the infant years is much improved. Assessment procedures are now effective and systematic. School development planning is much more effective. Accommodation and resources have been improved, including outdoor facilities for children in the reception year.

### STANDARDS ACHIEVED

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

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

**Achievement is good overall.** In the Foundation Stage (reception), the children are achieving well. They start school with average standards and are making good progress in all areas of learning so that standards are above average by the time they start Year 1. In Year 2, standards are above average in reading and writing and well above average in mathematics. The 2003 national test results confirm this for mathematics and science. Handwriting is inconsistent in the Foundation stage and infant years. In Year 6, standards achieved in the 2003 national tests were well above average in English, mathematics and science (see table above) and standards are currently above average in English and science and well above average in mathematics. Standards are rising in both infant and junior years at a rate faster than the national trend. However, in ICT, where standards are average, the pupils are underachieving.

The pupils have very good attitudes to learning. This is also reflected in the high attendance rates, and very good punctuality and behaviour. **The spiritual, moral, social and cultural development**

**of the pupils is good.** There are good opportunities for the pupils to show respect and demonstrate care for each other.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching across the school is good.** There is very good teaching in Year 3 and 4. Pupils throughout the school make good progress in English, mathematics and science and in most other subjects. The pupils use literacy and numeracy skills effectively in other subjects. Those with special educational needs, including those with physical disabilities, are very well provided for by well-qualified staff. The school is highly committed to including all the pupils and so the school's curriculum, resources and accommodation have been adapted to meet the needs of pupils of all abilities. Learning is good overall because teachers plan work that is based on consistent and systematic assessments. Tasks are well matched to the abilities of the pupils.

The curriculum provides good opportunities for learning throughout the school. The use of ICT to support pupils' learning in other subjects needs to be improved. The staff in the reception class provide a good curriculum and have a good understanding of the curriculum for children of this age.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is good.** Monitoring of teaching and learning is regularly undertaken and the governors receive reports about standards and the impact that the teaching is having. In this way the headteacher and governors have a clear understanding of what needs to be done to sustain the current trend of rising standards. Governors have supported the school well through a time of significant change and are committed to a highly inclusive curriculum where all pupils, including those with physical and learning difficulties, are able to achieve well. **The management of the school is good.** The headteacher, staff and governors have adopted effective strategies to raise standards.

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

The parents are very involved in the life and work of the school. They are well informed and invited to support in school. The pupils have very good attitudes to school and learning and the school involves them in decision making.

## **IMPROVEMENTS NEEDED**

In order to maintain and improve the good quality education provided, the headteacher, staff and governors should:

- raise standards in ICT and use this to support pupils' learning more in other subjects;
- improve handwriting in the reception and infant years;
- provide more opportunities for junior pupils to read aloud and express views about different types of texts;
- provide more opportunities for the pupils to plan their own investigations in science;
- include more information about targets for improvement in the annual reports to parents about their children's progress.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The achievement of most pupils across the school is **good** and it is very good in Years 3 and 4 where the teaching is strongest. Foundation Stage children in the reception class are making good progress towards the early learning goals set out in the nationally recommended programme for children of this age. Standards by the end of Year 2 and Year 6 in English, mathematics and science are above average. Standards in other subjects are above average except in ICT where standards are average and could be higher. Music standards are also in line with those expected by the end of Year 2 and 6.

#### Main strengths and weaknesses

- The pupils are achieving well in English, mathematics and science and in most other subjects but the quality of infant pupils' handwriting is inconsistent.
- The children in the reception class and pupils in the infant class achieve well because the teaching is well matched to their needs and abilities.
- In Years 3 and 4, the pupils make very good progress because the teaching is very effective.
- Pupils with special educational needs make very good progress because they are very well supported and are fully included in the work provided for all pupils across the school.
- The pupils could do better in ICT.
- The pupils develop good reading skills but some in the junior years lack confidence when reading aloud or expressing views about their reading.
- Although standards are in line with those expected in ICT, the pupils could do better.

#### Commentary

1. The table of results for Year 2 pupils is not listed because fewer than ten pupils took the tests. Last year's test results for Year 6 pupils are listed but the results must be treated with caution as only 13 pupils took the tests. Last year's National Curriculum tests show that standards in writing were above average by the end of Year 2 and average in reading. Standards were well above average in reading and writing by the end of Year 6. Standards were well above average in mathematics and science at the end of Year 2 and 6. Mathematics standards were in the highest five per cent of schools nationally for Year 2 pupils. Although English standards were well above average by the end of Year 6, current standards show that there are inconsistencies in achievement in reading, which are recognised by the school, and in the quality of handwriting in the infant years. Standards improved well on the previous year.

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

Standards in:	School results	National results
English	29.3 (26.8)	27.0 (27.0)
Mathematics	28.8 (26.8)	27.0 (26.7)
Science	30.7 (28.6)	28.8 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year.*

2. The majority of children start in the reception year with average standards in their personal, social and language development. They make good progress in all areas of learning because the teaching and curriculum provision in the Foundation Stage are good. This is helping the children to improve well enough and so they are exceeding the standards expected nationally by the time they start Year 1. This represents good improvement since the last inspection when

standards were mainly average. By the end of the reception year, the children are communicating well, especially in speaking, listening and reading and most are able to use sentences when explaining what they mean. They reach then exceed the early learning goals in language and communication, mathematics and their knowledge and understanding of the world. Physical development is also good but they do not have regular access to suitable resources or regular outdoor play. The children enjoy role-play but some do not use creative language when in role and handwriting is not as clearly formed as it should be. The formation of letters when writing is an area for further improvement.

3. Infant pupils in the Years 1 and 2 class make good progress because the teaching is good with some very good features. They are growing in confidence when reading in groups or individually but their handwriting is not as clear as it ought to be, reflecting a lack of consistency in the teaching of handwriting and letter formation. The pupils recognise letter sounds well and are starting to write independently with good variety in their writing. The pupils' mathematical development is very good and this is helping them in subjects such as science where standards are also above average. The range of writing across the school is good and its content reflects above average standards and sustained progress. In the junior years, pupils soon learn to write neatly and consistently.
4. The achievement of the large majority of pupils across the school is good and it is very good in Years 3 and 4. Consequently, standards are rising at a rate faster than the national trend in both the infant and junior years. This is a reflection of sustained school improvement and effective teaching as well as good leadership and management. Teachers' assessments have been accurate and systematic and this has led to significant improvements in standards and expectations. As a result, the pupils are working to their capacity in nearly all subjects and areas of the curriculum. In Years 3 and 4, where the teaching is consistently challenging and effective, the pupils make very good progress, especially in language and literacy. This is reflected in their story writing and factual accounts in work such as geography and history. The pupils attain above average standards in reading but some pupils lack confidence when reading aloud or expressing views about their reading or particular styles of text. This is particularly noticeable in the junior years when the pupils are asked to read to others during literacy shared reading sessions. The school recognises this as an area for further improvement.
5. The pupils with special educational needs, including those with physical disabilities, are fully included in all activities and are making very good progress. They are effectively supported by well-qualified staff and teaching assistants and so are achieving very well in relation to their prior attainment and potential. The pupils willingly participate in class discussions and enjoy reading during shared reading sessions. Teaching assistants record their progress and this is shared with the pupils to help improve their learning further.
6. The school has improved ICT resources well since the last inspection and there has been some improvement in standards as a result. However, standards in ICT are average and should be high given that the pupils do so well in other subjects. The pupils make satisfactory progress, especially learning basic ICT skills, but they are capable of a lot more and so opportunities are missed to fully utilise ICT in other subjects. There is evidence of a satisfactory range of work covered that reflects an adequate curriculum and satisfactory teaching.

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

Pupils' **very good** attendance reflects their enjoyment of school and their **positive attitudes** to learning. Their behaviour is **very good** and they are growing in maturity as a result of the school's **good** provision for their spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Pupils' attendance is very good.
- Pupils enjoy school and have positive attitudes to learning.
- Behaviour in lessons and around the school is very good, in response to teachers' high expectations.
- Pupils are developing in maturity and learning to contribute responsibly to their school and local community.

## Commentary

7. Pupils' attendance is much better than average and there is hardly any unauthorised absence. They clearly like coming to school, and look forward to lessons that are interesting and fun and to the good relationships they enjoy with their friends, teachers and adult helpers. The school's positive ethos creates a happy, purposeful working environment, where pupils are taught respect and consideration for others. Pupils feel valued, take care of one another and maintain that there is now no bullying in school.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.2
National data	5.4	National data	0.4

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

8. The pupils arrive at school with smiling faces and settle quickly and sensibly to the activities that teachers have prepared for them. They approach their lessons with enthusiasm and interest, concentrating on their tasks and eagerly answering questions to show what they have learnt. They understand the importance of working as hard as they can and do their best to achieve the academic and personal targets that they have helped to set, in consultation with their teachers.
9. Behaviour is always very good and sometimes excellent; for example, in a science lesson that involved moving from table to table to investigate the five senses through touching, tasting, hearing, seeing and smelling different items, pupils in Years 1 and 2 behaved impeccably. They handled the materials carefully, took turns fairly, helped one another appropriately and moved very sensibly around the classroom. Pupils have a very clear understanding of how they should behave and are keen to live up to their teachers' high expectations. The simple system of rewards, particularly through the award of house points, motivates pupils to work hard and behave well, out of loyalty to their team. Pupils report some minor misbehaviour by a small number of pupils, but no poor behaviour was seen during the inspection and, as the table below shows, the school has not excluded any pupils.

## 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	91	0	0
Mixed – White and Black African	0	0	0
Black or Black British – Caribbean	0	0	0
No ethnic group recorded	1	0	0

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

10. The school gives pupils extensive opportunities to take responsibility for themselves and their environment and they respond by developing mature and thoughtful attitudes. This is having a positive impact on the pupils' spiritual, moral, social and cultural development. Within school, membership of the school council allows pupils to have their say in developments which affect them directly. Older pupils are proud to describe the improvements that are taking place as a result of their suggestions. School assemblies and periods of reflection in lessons offer the pupils opportunities to express opinions and to share ideas. Spiritual development is enhanced as the Year 3 and 4 pupils pass around unusual artefacts in an excellent geography lesson or when reception children describe how 'sticky' their hands feel as they mix dough to make biscuits. The pupils contribute well to develop very good social skills. For example, they have contributed to their local community by providing entertainment, taking part in competitions and helping the Parish Council with its plans for developing playgrounds in the village. In addition to their studies of other countries and cultures through lessons, extensive fundraising for a range of charities helps pupils to understand the world around them and how they relate to it.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

11. The school provides a good education. The quality of teaching, learning and the curriculum is good; the pupils achieve well in most subjects and work is provided to meet their needs and abilities in mixed-age classes. The pupils with special educational needs are provided with very effective provision and so achieve very well in a school that is highly committed to an inclusive education.

## Teaching and learning

The quality of teaching and learning is **good**. Assessment is also good and informs teachers' planning well.

### Main strengths and weaknesses

- Teachers set high expectations, and tasks are well matched to the abilities of the pupils.
- Teachers' assessments are systematic across the school and the information gathered is used to inform teachers' planning.
- The pupils are fully involved and engaged in their learning because lessons are interesting and stimulate curiosity and interest.
- ICT should be used more widely to support the pupils' learning in other subjects.
- There is very good support for pupils with special educational needs and the teaching in the Year 3 and 4 class is also of very good quality.
- The pupils lack sufficient opportunities to read aloud or express views about different texts in English lessons.

### Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	5	16	4	0	0	0

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

### Commentary

12. The teaching in the Foundation Stage is good and is having a positive impact on the children and their learning. There is a good understanding by the staff as to how young children learn and they set high expectations as to how best to prepare them when teaching basic communication skills and improving their personal and social development. Consequently, the children start Year 1 with very good personal skills and communication skills. The staff are clear about what they want the children to learn; for example, after sharing a story about 'The Three Bears', activities are prepared for the children to choose that reinforce their communication and language skills. There are also good links to numeracy as some groups count out places when preparing a 'Teddy Bear's Picnic'. Expectations are high. The teacher sits with a group as they draw pictures and write about the story. She prompts the children to explain what they mean and extends their thinking further as a result. In mathematics activities, the teaching assistant asks challenging and stimulating questions as the children look for patterns in numbers or shapes and then match these to earlier discussions about a number line or shapes seen in the classroom.
13. The teaching in both the infant and junior classes is also good overall with some very good teaching in the Year 3 and 4 class. Literacy and numeracy skills are taught effectively and so the pupils make good progress. However, some junior pupils lack fluency when reading aloud. The school has identified this and has recently put in place specific sessions each day that provide more opportunities for the pupils to read in groups, discuss texts and share ideas about literature. This is beginning to have an immediate impact on continuing to improve standards in English. This initiative also aims to encourage the pupils to read widely and has already proved successful in extending reading opportunities for the pupils.
14. Opportunities to enhance the pupils' learning using ICT are sometimes missed. The pupils enjoy using computers and have regular access to the computer room. Consequently, basic ICT skills are well taught, but are not being sufficiently reinforced in other areas. Although there are good examples across the school, this has yet to be consistent and effective enough for the pupils to realise their full potential in ICT.
15. Assessment procedures are used well to inform teachers' planning. This is also reflected in teachers' marking which sets clear targets for improvement and helps the pupils to understand the stages of their learning. The consistency in teachers' marking reflects high expectations and clear learning targets set for all the pupils, including those with special educational needs. In this way pupils with special educational needs are fully engaged in lessons because they are also very well supported by teaching assistants who are well qualified to help and meet the needs of these pupils.
16. In the Year 3 and 4 class, the teacher also has high expectations and is very well organised in her assessments of how well the pupils are doing. Consequently, the pupils in that class respond positively to their learning, as when they investigated maps when studying the Indian sub-continent or in a science lesson when investigating the properties of magnets. Teachers' planning ensures that tasks build on what has already been learned and the tasks are made interesting and motivating. Year 1 and 2 pupils enjoy writing letters to an imaginary character during a very good English lesson. Year 3 and 4 pupils write descriptive accounts about Ancient Civilisations and Year 5 and 6 pupils record information gathered after undertaking local studies

of their village. The pupils throughout the school enjoy writing in a variety of forms, with increasing accuracy and imagination. These include writing poetry, narrative and descriptive accounts as well as imaginary writing based on ideas from popular literature.

## **The curriculum**

The curriculum provides a **good** range of activities. In addition there is a good range of activities outside school to support pupils' learning. The quality of the accommodation is good, and the range and quality of teaching resources are good.

## **Main strengths and weaknesses**

- Very good provision is made for the pupils with special educational needs.
- There are good opportunities for enrichment through extra-curricular provision and community links.
- The two-year planning cycle provides good opportunities for the mixed-age classes and ensures continuity and progression.
- The developments in the building, classrooms and school environment have made the accommodation much better for teaching and learning.
- Computers and other technologies need to be used more to support learning in other subjects.

## **Commentary**

17. There is a good range of planned activities that cover all the National Curriculum subjects and religious education. Lessons are planned, as part of the two-year cycle, to be relevant to the age and abilities of the pupils. Statutory requirements are fully met and pupils are well prepared for the next stage of their education. Overall, the curriculum has improved very well since the last inspection with the adoption of the national guidelines for each subject and the long-term plan to provide for the mixed-age classes.
18. Pupils with special educational needs make very good progress because of the very good provision and skilled support they receive. The pupils' individual education plans are carefully focused and the review meetings are very well planned to promote a very positive partnership with parents.
19. There are a good number of teachers and support staff to meet the needs of the curriculum although each teacher has to be responsible for several subjects and areas of learning because of the small size of the school. There are school policies and programmes for sex education and relationships and the awareness of drug misuse. Personal and social education is promoted successfully as part of the school's highly inclusive ethos.
20. During the year there is a good range of clubs and activities outside the school day. The school choir and the good number of pupils who learn to play musical instruments help to raise the standards in music. Pupils enjoy sport and make both cultural and residential visits. Curriculum evenings have helped parents understand the work of the school and how they can help their children at home. The school has identified the need to improve how it communicates with parents about the curriculum. There are strong links to the local Anglican Church and to the wider local community.
21. Much of the teaching takes place in separate subjects and some useful links are made to promote purposeful activities, such as the making of Victorian toys in design and technology linked to history. There are good opportunities for pupils to apply their skills in literacy and numeracy, especially writing, in their work in other subjects.
22. Accommodation has improved well since the last inspection and is now good. Recent changes and improvements have made a difference to the organisation and quality of teaching and

learning. There is very good access to accommodate pupils with physical disabilities, including a lift between the two levels of the playground. Resources are carefully managed within the restraints of the budget and the governors and staff have ambitions to improve the resources whenever possible. The recently developed room for computers is very good and is already helping to raise standards. There now needs to be more opportunities to use the computers and other aspects of ICT to enhance learning in other subjects.

23. This is a highly inclusive school. Teachers plan to provide for all abilities and ensure higher attaining pupils are challenged just as they plan for those the pupils with special educational needs. Pupils respect and value others. Teaching assistants are particularly good at encouraging, supporting and developing inclusion. A pupil with physical disabilities fully participated in a physical education lesson. In the playground, pupils with learning difficulties and those with physical disabilities laugh and join in the fun of the games and fully participate with other pupils.

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

Pupils are **very well cared for** and their individual needs are identified and met. There are good arrangements for health and safety. Pupils receive good support and guidance in relation to their academic and personal development.

### **Main strengths and weaknesses**

- There is very good provision for the personal welfare of pupils.
- There are good arrangements for health and safety.
- There are very good arrangements for the induction of pupils new to the school.
- Pupils' views are taken seriously and acted upon.

### **Commentary**

24. In this small school all staff know the pupils very well. Good relationships throughout the school mean that pupils feel secure and happy. They can approach staff with confidence, knowing that help will be readily available for any problem that they may have. The genuine care that staff show for pupils encourages them to adopt similar attitudes to one another, so that concern for the welfare of others features strongly in the school's ethos. Specific needs are noted and any necessary arrangements made to deal with them; for example, support staff have received special training in helping physically disabled pupils with their daily routines and adaptations have been made to the building to allow these pupils to play a full part in school life. Specialist help, where it is needed, is provided by outside agencies. All staff have had training in first aid and there are appropriate arrangements for child protection.
25. In response to the last inspection, the governors have worked hard to ensure that the school's procedures for health and safety comply with statutory requirements. The health and safety policy is carefully implemented and there are regular checks of the building and equipment and risk assessments are now undertaken routinely. School trips are meticulously planned to ensure that pupils are safe and, in the school environment, pupils are very well supervised at all times.
26. When children start in the reception class there are very good arrangements to help them settle quickly and easily into school life. Planned visits to the school for parents and children, together with opportunities to join in activities, make this a familiar place and mean that children have already begun to make friends before they start school in earnest. Parents, too, are made welcome and shown how they can support their children's learning. The induction process is much appreciated by parents, one of whom rated it "excellent". Similarly, when new pupils join the school at other times, the friendliness and helpfulness of fellow pupils ensure that newcomers soon feel welcome and at home.

27. The school council is an important means of seeking pupils' views and involving them in decisions that affect them directly. The staff and governors value the council's suggestions and try to implement them. The pupils take their council duties very seriously. They are very proud of the improvements that have been made as a result of their discussions and efforts, for example, a very thoughtful set of rules to ensure safety in the new adventure playground, and really appreciate this opportunity to influence what happens in school. The high profile that the council enjoys is also instrumental in teaching pupils about the responsibilities of living in a community and how they can contribute to its smooth running.

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

The school works closely in partnership with parents and with the local community. **Very good** links ensure practical support for children's learning and extend their educational experiences. Links with other schools are **satisfactory**.

### **Main strengths and weaknesses**

- Very good links with parents contribute positively to pupils' learning.
- Very good links with the local community enrich pupils' experiences.
- The overall quality and range of information for parents are good but reports to parents about their children's progress do not always provide targets for improvement.

### **Commentary**

28. Working together with parents to give pupils the best possible start in life is an important part of the school's philosophy. Parents are welcomed into school to see what their children are learning and how they can help. A number of parents regularly help in classrooms or accompany pupils on school trips, while some have given their time and expertise in running an after-school football club and a lunchtime computer club. Parents show their willingness to support pupils' learning by their very good attendance at parents' evenings and also at events such as the annual drama production. A flourishing Parents and Friends Association organises fund-raising activities and social events. Not only do these provide substantial sums of money to buy additional resources for the school, but they also give parents, staff and pupils opportunities to share happy times together, so that the school's family atmosphere and community spirit are strengthened.
29. The school is a focal point of the local community. Local people see pupils behaving well, see their music and drama talents, both in school and outside, and see their involvement in local activities, and so the local community is happy to give their support in practical ways. For example, when the school council decided to revive a quiet garden area in the school grounds a local nursery donated plants. The Parish Council supported a writing project and local firms have supplied competition prizes. Pupils make their own contributions to the community, in singing at a local home for elderly people and meeting Parish Councillors to give their views on a development project. Local firms help to broaden pupils' learning by providing opportunities for them to see at first hand how their lessons have real-life applications. For example, pupils enjoyed an exciting visit to a power station as a follow-up to work done in science and they regularly supplement their learning in geography by exploring their own village.
30. Information provided by the school for parents covers day-to-day administrative issues, details of what pupils are learning and reviews of the progress they are making. The school's prospectus and monthly newsletters are attractively presented and written in a friendly, welcoming style. The governors' annual report to parents has been particularly well prepared, giving parents the information it is required to contain in a format that is interesting and easy to understand. Formal parents' evenings are supplemented by specially organised days which focus on a particular aspect of the curriculum, when parents are invited in to work alongside their children. Booklets on how parents can help their children learn are provided and many parents take advantage of opportunities for daily informal contact with teachers to deal with

minor queries. Annual school reports vary in quality and do not yet totally address the issue of target setting highlighted in the previous inspection. Although some indicate pupils' weaknesses, many concentrate on pupils' strengths and do not share with parents the targets for improvement that pupils have agreed with their teachers.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management and the governance of the school are **good**.

### **Main strengths and weaknesses**

- The governors have a clear vision, have an influence on the direction of school improvement, and are actively involved in the school and local community.
- The newly appointed headteacher has worked hard to establish good relationships, to monitor the work of the school and to evaluate strengths and weaknesses.
- The whole staff work as a team to monitor teaching and learning and ensure that all pupils are making progress and doing as well as they can.
- The period of instability and change, and the appointment of staff, have been managed very successfully.

### **Commentary**

31. The governors are very supportive and involved in the work of the school and its place in the local community. They fully understand the strengths of the school and work hard to overcome problems and weaknesses. This has led to a number of successful appointments to both teaching and support staff, and to very important improvements to the school building. As a result, teaching and learning continue to improve and standards have risen significantly since the last inspection. The governing body has a good range of expertise and is well organised into committees that ensure that there is very effective strategic influence on the school improvement plan.
32. The headteacher is new to the school and has quickly established a team approach to management. In addition, the analysis of information from test results and assessments give a clear insight into how the different age groups are doing and the progress they are making. As a result of effective monitoring of teaching, learning and the standards achieved, and in consultation with subject leaders, the school has clear priorities for improvements that are ambitious and realistic and will help to raise standards further.
33. Subject leadership is well developed for the core subjects of English, mathematics and science. In addition there is good leadership for design and technology and standards have risen in all these subjects. The provision for pupils with special educational needs is very good because of the special educational needs co-ordinator's careful analysis of the pupils' needs and the attention to detail in responding to those needs. The day-to-day organisation of the school runs very smoothly because of the well-established procedures and the effective commitment of the administration staff.
34. The teamwork and shared responsibility are very much part of the ethos and the inclusive approach of the school. Leadership and management have improved significantly since the last inspection. There are good staff development opportunities and they are linked to performance management. Management of the school's financial resources is good. The governors take a keen interest in the principles of best value in their management and are quite prepared to take the difficult decisions necessary to increase the value for money. This has led to very prudent budget management to maintain four classes with effective support staff, in the interest of the pupils and the sustained improvement in standards.

## ***Financial information***

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

Income and expenditure (£)	
Total income	274,000
Total expenditure	268,066
Expenditure per pupil	2,691

Balances (£)	
Balance from previous year	7,503
Balance carried forward to the next	13,437

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

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

35. The provision for children in the reception class is good. They receive a good start to their education in all the areas of learning. The teacher and teaching assistant work together well as a team. Teaching, learning and assessment procedures are good in each area of learning. The staff gather good information about the children's standards and progress. As a result, they plan effectively so that expectations are high and the achievements of the children are good. The monitoring of teaching and learning across the school is good and the reception teacher has responded well to changes as the curriculum for the Foundation Stage has been refined, and national guidance has been used well to build on the good work reported on in the last inspection and to maintain good provision for the youngest children in the school. Accommodation and resources have been improved significantly since the last inspection and are now good. Although attainment on entry to the reception year varies from year to year, it is average overall.

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

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

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

- The children quickly learn to adopt school routines and understand right from wrong.
- The staff are well organised and ensure that the children learn to co-operate with, and to listen to, other children.
- The curriculum provides good opportunities for the children to improve their personal and social skills.

#### **Commentary**

36. Children enter school with standards in personal and social skills that are in line with those expected for their age. The different needs of younger and older reception children are fully addressed by the teacher in her planning, and the personal, social and emotional development of children is developing well as a result. There is a warm and caring classroom environment and children feel secure. They are rapidly developing their self-confidence. Most children have adequate skills of communication and soon become interested in acquiring new skills. They soon learn to take turns or share with others. The children play with others and accept that the needs of all children are important. The children respond to teacher directions and know what is expected of them. The children know right from wrong and the good classroom organisation quickly helps them to learn school routines. The children are learning to accept and listen to the wishes of others. Through an effective daily activity of planning and review the teacher and teaching assistant encourage the children to take turns to use resources, equipment and materials. Attainment exceeds the early learning goals at the end of the reception year and there has been good improvement in this area of learning since the last inspection.

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

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

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

- Children enjoy listening to stories and looking at books independently but more opportunities could be provided for the children to engage in imaginative and creative role-play.

- Children are confident as they communicate with their teachers and other adults.
- The teacher's planning is well matched to the stepping stones of the early learning goals so that the children make good progress in small manageable steps.
- Early handwriting skills could be taught sooner as most of the children are ready for writing early in the school year.

### Commentary

37. On entry to school, standards and skills of communication are in line with those expected for children this age. The teacher and teaching assistant have good subject knowledge, and make good efforts to involve the children in literacy activities. The children receive good support so that they can participate in all activities. This includes those who have moderate learning difficulties and those with special educational needs. Learning resources are well organised, books are accessible to the children and the classroom is set out in clearly defined areas of learning. Consequently, the children enjoy role-playing in 'Chadwick Wood' (an imaginary role-play area) and this enables the children to recall familiar stories like 'The Three Bears'. Although the children imagine they are one of the 'Three Bears' and can organise with other children, say, a picnic, some are reluctant to act out the role, so that role-play becomes a narrative of familiar stories. More could be done to encourage the children to use imaginative language in role-play, for example, imagining they are 'Goldilocks' or one of the 'Three Pigs'. Early attention is given to developing children's writing skills. Suitable pencils and crayons are provided and children are encouraged to draw and write about common experiences such as their journey to school or a description of their favourite toy. Although the teacher's planning includes elements of the literacy strategy, early handwriting skills could be better emphasised as the children can distinguish print from illustration and are beginning to recognise initial letter sounds in words. There are good opportunities for speaking and listening skills to develop in directed or exploratory play. Achievement in this area of learning is good overall, and at the end of the reception year attainment is above that expected for children of this age. There has been good progress since the last inspection.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The teaching is good.
- Children enjoy number rhymes and songs.
- Children's mathematical vocabulary is extended well and structured play is used well to improve basic mathematical skills.
- There are good independent learning experiences to challenge children of all abilities.

### Commentary

38. Children's attainment in mathematical development is in line with the expected level for their age when they first join the school. They enjoy participating in activities designed to improve their understanding of number and learn to count well. They regularly count aloud in groups, point to a number line using a 'touch and count' approach to gain greater accuracy and more able children are beginning to count on from different points on a number line. Most children can count to five and ten and have a reasonable understanding of the values of numbers beyond that. The staff are successfully reinforcing the children's understanding of numbers and the children learn a good range of mathematical vocabulary. For example, they learn 'one more' or 'one less' as they count or sing number rhymes. Teaching is good and there are good opportunities for the children to play number games, such as organising animal shapes into sets for colour or size. By the end of the reception year, attainment is above the early learning goals appropriate for their age and there has been good progress since the last inspection.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good** and there has been good progress since the last inspection.

### Main strengths and weaknesses

- The teaching and curriculum are good and so the children are achieving well.
- There are good links between this area of learning and communication, language and literacy.

### Commentary

39. Children enjoy learning about the world around them and the teaching provides good opportunities for them to explore, investigate and observe during well-planned activities. When they first start school, the children have a reasonable understanding of the world around them and soon settle and are confident to ask questions. They learn to make observations and are often questioned by the staff as they work, as when the teaching assistant asked a group of children about the changes they saw when mixing dough to make 'firework biscuits'. In this way the children begin to ask questions and reflect on classroom experiences. Most show good levels of curiosity and amazement as new learning takes place, as when a group of children were excited as they made model fireworks using a range of materials. By the end of the reception year, the children are becoming more curious. In one good lesson, a child showed amazement when using the computer to 'fill in' colours when experimenting with a graphics program. Other children watched in wonderment, excitedly talking about reproducing the colours of 'bonfire night'. The teacher often makes very good links with literacy and especially stories and nursery rhymes to evoke learning and curiosity from the children. She successfully used the story of 'The Three Bears' to stimulate interest in the new 'Chadwick Wood' role-play area. The children looked on with interest and curiosity as they eagerly waited their turn to explore the wood. Small soft toy animals help to evoke curiosity about animal habitats and wildlife. The curriculum is successfully providing sufficient experiences to promote this area of learning for all the children, including those with moderate learning difficulties. During the inspection the children had access to appropriate ICT activities, but their progress is impeded by having access to only one computer in the classroom. By the end of the reception year attainment is above the expectations of the early learning goals for children of this age.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Across all areas of learning, the provision for the development of physical skills is good.
- Although the children receive good quality physical education lessons, the overall quality of provision is restricted by limited access to outdoor equipment and resources.

### Commentary

40. Although children have access to a secure outdoor play area and resources have improved well since the last inspection, the area is not being used every day. The children start school with satisfactory development of their physical skills. They quickly gain confidence with equipment, resources and materials in the classroom. All the children enjoy indoor and outdoor play and have a good understanding of the effects of their actions on others and the importance of each individual's personal space. The children are developing the ability to play collaboratively. In the classroom, the children enjoy jigsaws and often persevere to finish the activity, even if this is difficult. The teacher provides challenging free-choice tasks, so the more able are being stretched. They enjoy playing with malleable materials, for instance making

shapes with dough and producing 'divas' using clay to celebrate Diwali. Gradually the children are learning to use tools, and progress is good. They are developing skills of dexterity with scissors and many children use them accurately with safety and control. Overall, by the end of the reception year attainment is above the expectations of the early learning goals appropriate for their age. The provision of suitable equipment has improved well since the last inspection.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Creative arts and music are used well to enhance and support the children's learning and development.
- Imaginative role-play is well planned and resourced but the children do not always stay in role or sustain interest in this for it to improve their use of creative language.

### **Commentary**

41. Standards are above average because the teaching is effective and resources are well used to enhance the children's creative development. In art and music, the children are introduced to a good and varied range of experiences, which are improving their skills of dexterity and increasing their creative development. In music, the reception children can independently name and choose some percussion instruments and are beginning to recognise high and low sounds. They enjoy performance and are improving their recall of nursery rhymes and action songs. In art and design activities, the children create pictures and learn how to mix colours or experiment with different techniques. For example, when making 'firework pictures', the children enjoyed using wax crayons to produce patterns and then painting over these with black paint to see the effect of the wax resisting the watercolours. Reception children are beginning to learn about pattern, shape and size. Arrangements for imaginative play are well planned but more could be done to encourage the children to act out the parts of familiar characters in stories and nursery rhymes. In this way the children could develop their use of creative language, rather than simply narrate the sequence of a story. Some children find it difficult to settle in the role-play area so that participation is disrupted and other children soon lose interest as a result. Many children enjoy choosing to play imaginatively in role-play situations and some are more adventurous but do not extend this beyond a few minutes of creative play. Most of the children can play together and good use is made of creative activities to develop language and literacy in 'real-life' play, as when a group planned a 'bonfire party'. By the end of the reception year attainment is above the expectations of the early learning goals overall in this area of learning and there has been satisfactory improvement since the last inspection.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- The pupils make good progress in their reading and writing development but the quality of handwriting in Years 1 and 2 needs to improve.
- The teaching is good in all classes and is particularly effective in Years 3 and 4. Lessons are well planned with good opportunities for the pupils to write independently.
- English is well managed, and monitoring of teaching and learning is very effective.
- The school provides a good range of interesting topics so that the pupils use their reading and writing skills well in other subjects.

- There are insufficient opportunities provided for the pupils to read aloud, express views about different styles of fiction and express preferences by substantiating their views about a range of texts.
- There is insufficient use of ICT to support and enhance literacy across the curriculum.

## Commentary

42. Standards by the end of Year 2 and Year 6 are above average. The national tests in 2003 confirm that standards are rising faster than the national trend, especially in reading and extended forms of writing. As there are small numbers taking the tests each year, national test results can vary from year to year. The 2003 results show that standards were well above average in English by the end of Year 6 and average by the end of Year 2. The pupils in the infant years (Years 1 and 2) achieve well and are able to read with confidence and expression by the time they finish Year 2. However, handwriting is inconsistent in Years 1 and 2 as many pupils do not form their letters evenly or correctly. Most writing in the infant years is printed with some evidence that older pupils begin to refine their writing style into a more cursive form. The teaching in the infant years is good in that the pupils learn to construct sentences and use an increasing variety of words to describe characters in stories. For example, Year 1 and 2 pupils wrote about the characteristics of different sea animals after reading the story about 'The Shark With No Teeth'. This was extended well in other lessons when the pupils wrote letters to the 'sea animals' and then expressed their views about how the main character would feel in the story after receiving their letters. Role-play was used well in a very good English lesson as the pupils questioned 'Crunchy the Shark' and identified why he feels remorseful and forlorn. This illustrates how well teachers use speaking and listening skills to evoke language and stimulate a good range of writing.
43. Inspection evidence confirms that standards are above average and that the teaching is good. The most notable strength in the teaching is in the development of independent forms of writing, especially in the junior years. The teaching in Years 3 and 4 is highly effective in developing extended forms of writing and this is best illustrated in the way the pupils have grown in confidence and engage in a wide range of writing. These include note taking, diaries, and imaginative and expressive writing as well as narrative writing. The teaching in the juniors is also having a positive impact on handwriting, punctuation and spelling as teachers are diligent in their marking and ensure that the pupils are assigned learning targets that help them to measure their own improvement. In this way handwriting improves markedly in the junior years given that the pupils' handwriting is not clear and consistent when they start Year 3. Learning targets are understood by the pupils, as when a Year 5 pupil remembered that her target was to punctuate sentences. When investigating recounted texts from historical sources, such as the diaries of Samuel Pepys or John Evelyn, Year 5 and 6 pupils improved their writing by planning how best to punctuate complex sentences from these historical accounts before planning how to re-write the accounts in other forms, as a newspaper article for example. Year 3 and 4 pupils have produced a very good range of writing, such as historical accounts that describe the characteristics of life in Ancient Greece, so that the pupils' literacy skills are used well to enhance the work they do in history.
44. English is well managed by a highly competent and knowledgeable teacher. She has undertaken a thorough review of pupils' work and with the headteacher has monitored lessons to improve the effectiveness of teaching and literacy lessons. This has led to evaluations of independent reading and how best to improve this. Consequently, a recent initiative has led to lessons that are now structured to include a specific guided reading element that aims to improve the pupils' confidence and fluency when reading. The headteacher and English co-ordinator have also recognised the need to provide opportunities in English lessons and guided reading sessions for the pupils to express preferences about their reading, to analyse texts and substantiate their views by using references to authors, styles of writing, and to participate in presenting their views orally. These opportunities are aimed at improving reading fluency and the range of reading. In a good Year 5 and 6 English lesson, the pupils could read aloud from text that illustrated, for example, John Evelyn's account of the Great Fire of London. However,

some pupils lacked fluency when reading aloud to the class and this demonstrates the need to improve these important reading skills further.

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

45. There are many good examples of pupils' extended writing in other subjects. These include imaginative stories and good quality reviews of classic fiction such as 'The Secret Garden' by Burnett. One Year 6 girl was recalling how the story "...made me think of my auntie...", because it evoked memories and feelings that the characters experienced and were similar to her own. In history lessons, the pupils describe how it must have felt to be a Victorian child and in geography Year 3 and 4 pupils describe the key features of India after using their research skills to investigate facts and features of other continents and countries. Year 1 and 2 pupils can write lists and describe how they get to school as an example of factual writing. ICT is used satisfactorily to support reading and writing but is not used to enhance and support the work that pupils do in English and other subjects. Literacy skills are developing well but more opportunities could be provided for the pupils to utilise the potential that ICT offers.

## **MATHEMATICS**

The provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above average. Pupils achieve well, because the teaching is good overall and is very good in Years 3 and 4.
- Pupils have good attitudes and respond positively in mathematics lessons.
- Pupils enjoy using mental calculation and have a good grasp of mathematical facts.
- The assessment and tracking of pupils' progress are good.
- Problem-solving skills and the sharing of strategies used to solve problems are underdeveloped.

### **Commentary**

46. There has been a significant improvement in standards throughout the school since the last inspection when standards were average. The number of higher achieving pupils exceeding the standards expected for their age is now well above average by Year 2 and similar to the national average by Year 6. This is because the school has successfully implemented the National Numeracy Strategy and uses the ideas promoted to engage, motivate and often inspire the pupils. As a result, the pupils enjoy learning and make good progress in lessons. They are confident at calculating and manipulating numbers both mentally and in written methods.
47. Lessons begin briskly and teachers use ideas and resources to quickly engage all the pupils. Teachers explain carefully what the pupils are going to learn and even use this part of the lesson to skilfully develop the pupils' learning. Lessons are carefully planned so that different ages and abilities have work that is challenging. Teachers have a good knowledge of mathematics and this shows in the way they make the work interesting and exciting. Small groups and individuals with special educational needs have work that is appropriate and challenging. The skilled support given by teaching assistants ensures that these pupils make good progress.
48. Towards the end of lessons teachers check the pupils' understanding and reinforce the planned learning. There are opportunities for pupils to explain their understanding and share how they solve any problems but this part of lessons could be developed further. Work is marked regularly to check the accuracy of the pupils' work and the progress they are making. There is some good practice where the teacher's comments help pupils to understand their progress, related to the planned learning, or how to improve their work.

49. Pupils are encouraged to use their mathematical knowledge and skills in other subjects, such as geography, science and design and technology. Computers are used to develop an understanding of spreadsheets and the related graphs as well as programs to practise and develop skills, such as measuring angles. However, ICT could be more fully utilised to support learning in mathematics by linking data handling in other subjects to programs that help the pupils sort and present information in different ways.
50. Leadership of the subject is good. The newly appointed subject leader has quickly analysed the results of tests throughout the school, and has monitored teaching and learning and the level of resourcing. Plans are now in place to improve resources further and focus on raising standards in using and applying pupils' knowledge to solve problems.

### **Mathematics across the curriculum**

51. Mathematical skills are being used effectively in other subjects. The progression of skills is good as younger pupils can use simple tallying techniques to record information as a chart and older pupils can represent information on charts, matrices and graphs. Graphs and pie charts are often scaled down and the pupils have acquired a good understanding of scale and of how best to calibrate a graph in order to best represent the facts to a reader. The pupils use their literacy and numeracy skills well to identify a problem. The pupils can interpret information on simple graphs, charts and matrices and explain their methods when calculating or solving problems. Opportunities are missed to use computer skills in mathematics and science, for example when taking readings from scales or charts, or transferring information and presenting this in different forms. Older pupils have a very good idea of how to estimate simple measures, such as a metre, a kilogram or a litre, and this has a positive impact on their learning in other subjects.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are above those expected nationally by the end of Year 2 and Year 6 and the pupils achieve well.
- The teaching is good and well planned but there are insufficient opportunities for the pupils to plan their own investigations and to apply their knowledge and understanding to form hypotheses.
- Tasks are well matched to the abilities of the pupils and those with special educational needs have very good access to the science curriculum.
- There are insufficient opportunities to use ICT to support the pupils' learning in science.

### **Commentary**

52. Standards are above average by the end of Year 2 and Year 6. This is also reflected in the 2003 National Curriculum tests where standards were well above average. The work covered and teachers' planning fully takes account of the abilities of the pupils. In this way all pupils achieve well, including those with special educational needs who are provided with very effective support in lessons. All the pupils are challenged and stimulated, as in a very good science lesson for Year 1 and 2 pupils where the pupils thoroughly enjoyed investigating their five senses. They tested how things tasted or smelled and recorded their findings accurately and clearly. The lesson built on what they had already learned about the way their bodies function and how senses are important to us. The pupils with special educational needs are often provided with special writing frames to help them record their work and to participate fully in the practical investigations planned. This was evident in a good Year 3 and 4 science lesson where highly effective support was provided for the pupils to help them read instructions and record what they observed as they tested the polarity of magnets.

53. From the analysis of pupils' work, it is apparent that the pupils are making good progress but there are too few opportunities for the pupils to apply their scientific knowledge, understanding and skills to predict and hypothesise when planning investigations. Some of the practical work planned is too predictable and does not fully utilise the pupils' good literacy and numeracy skills. Nor do science lessons sufficiently use ICT as an aid to learning in science. Some of the work displayed shows that the pupils are capable of using spreadsheets, graphs and logic trees but the science books do not reflect this sufficiently so there is room for improvement in this area.
54. The pupils are enthusiastic about their science work. The teaching is effective and tasks are made interesting as when Year 5 and 6 pupils investigated forces and how these could be measured using Newton meters. The pupils apply themselves well to the practical tasks but the work does not always require them to plan the investigation or choose the most appropriate resources. In the lessons observed, much of the attention was paid to accuracy and the acquisition of scientific vocabulary and knowledge. Consequently, the pupils are less sure about predicting likely outcomes or outlining plausible hypotheses about, for example, magnetism and its effects or how the impact of a force on objects can be observed, calibrated and measured in different ways. Science is well managed and the school has identified as an area for further improvement the need to develop different approaches to practical and investigative work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are in line with those expected by the end of Year 2 and Year 6 but could be higher.
- The teaching is satisfactory as it helps the pupils to improve their basic ICT skills; however, opportunities to apply these skills to other subjects of the curriculum are limited.
- Resources are well managed and well used to support basic skills.

### **Commentary**

55. The school has improved its ICT resources well since the last inspection and now has a special ICT room that is well equipped. In addition to this computers are also used in classrooms; for example, portable computers are sometimes used so that pupils can undertake research, or word process written accounts of their work. The teaching of basic skills is effective because the computer room is a good facility and enables small groups to receive intensive support which builds on previous learning. Although standards are in line with national expectations, given the standards attained in other subjects, this represents underachievement. The pupils do not use their ICT skills sufficiently to make enough progress in applying these skills to other subjects or to extend written work using word processors, or numeracy work using spreadsheets and graphs. In the lessons seen, the pupils are confident and adept at applying basic ICT skills, can often edit written work with confidence using spelling banks and can self-correct text by refining and editing.

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

56. Observation during the inspection and evidence from the scrutiny of pupils' previous work show some evidence of ICT being used to support the pupils' learning in other subjects but the potential is not being fully realised. In English, some of the work pupils do involves editing and refining extended writing using word-processing skills, but in other subjects, such as geography, history and religious education, word-processed work is less evident. Teachers' planning across the curriculum is good and some of it incorporates the use of ICT but this lacks consistency and does not offer the pupils enough opportunities to fully utilise the potential that new technology holds to enhance and stimulate learning across the curriculum. In

mathematics, there some good evidence of spreadsheets being used or data handling to complement and enhance what the pupils do when problem solving or interpreting data but this is not consistent. In science, there is less evidence that the pupils have used computers or new technology such as sensors to improve their investigative work. Some good use of digital cameras is evident but this is done at a cursory level with no significant impact on the pupils' learning in ICT. There has been satisfactory improvement in this aspect of the school's curriculum because improvements to resources since the last inspection have been substantial and now the school is well placed to build on this further in order to fully utilise ICT in the curriculum.

## **HUMANITIES**

### **Geography and history**

Provision in both subjects is **good**.

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

- Standards are above those expected nationally and the pupils achieve well in both subjects.
- The teaching and curriculum are well planned and effective, with very good use made of resources and artefacts to enhance and support pupils' learning.

#### **Commentary**

57. In the infant class, the pupils have a good idea of the key features of islands and can identify countries in the United Kingdom. In history, they have looked at different types of homes. The pupils clearly understand the distinguishable features of houses and can label these into acceptable categories and identify how these compare with their own homes. In the junior classes, the pupils have covered a good range of work in both subjects and most pupils can recall past topics very well. There is good evidence of map work being covered and this has been developed from year to year and so pupils' learning is continuous, reflecting a well-planned curriculum which is organised to meet the needs of pupils in mixed-age classes.
58. In the three lessons observed, the teaching was good with one excellent geography lesson seen in the Year 3 and 4 class. In relation to their prior knowledge, pupils of all abilities achieved well. In the excellent geography lesson, the pupils were introduced to their new topic about India. An interesting range of artefacts was passed around the class while recorded music played in the background to stimulate interest in the topic. The pupils responded with curiosity and were eager to answer questions. The lesson led to a detailed study of key features of the Indian sub-continent and tasks were very well matched to the pupils' abilities so that each group had distinctive tasks. In this way all the pupils could contribute to the lesson and this resulted in thought-provoking discussions.

### **Religious education**

No lessons were observed in the infant class and two were seen in the juniors. Judgements based on an analysis of pupils' work and the lessons seen are that provision in religious education throughout the school is **good**.

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

- Standards are above those expected in the locally agreed syllabus, the teaching is good and pupils achieve well.
- The pupils use their literacy skills very well to record their work and are able to recall important facts about different cultures and religions.

- The pupils with special educational needs are fully involved and are very well supported throughout.

### **Commentary**

59. By Years 2 and 6 the pupils' knowledge and understanding of religious education meets the standards expected in the locally agreed syllabus and the proportion reaching these standards is above average. The pupils' achievements are good and the school has done well since the last inspection to improve the range of work covered. In Years 1 and 2, the pupils can recall important facts about the life of Jesus and their books show that they write independently about festivals and traditions of other religions such as the Hindu festival of Diwali. Junior pupils have covered work on the stories Jesus told, the Torah and Judaism and have some understanding of the different ways that people celebrate. More able pupils in Year 5 wrote very good prayers after listening to a well-told description of the Lord's Prayer and its significance to Christians. They use their literacy skills very well to prepare questions. The pupils have a good understanding of different places of worship. In preparation for Advent, Year 4 pupils understood the significance of key artefacts that build up to the celebrations at Christmas. The pupils understand the significance of Advent preparations and the Christmas story.
60. In the lessons observed, teaching was good overall with some very good features. The headteacher, who prepared a high quality lesson for Year 5 pupils, had a secure knowledge of the topic and the lesson was very well planned and prepared. Throughout the school, the pupils, including those with special educational needs, are developing a good understanding of Hinduism, Judaism, Islam and Christianity and are building up an associated vocabulary with a good understanding of symbolism in religions. Resources, including pictures, books and artefacts, are used well and create interest in the subject.

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

61. No physical education lessons were seen during the inspection but the school has a good range of extra-curricular sports and activities. This also includes a good range of competitive and non-competitive sports and games and regular swimming lessons for junior pupils.

#### **Art and design and design and technology**

Provision is good in both subjects. No lessons were seen but discussions took place with pupils from all classes related to their work in both subjects and examples of their work from each age group were examined.

### **Commentary**

62. The long-term plan for the curriculum provides for both design and technology and art and design for a half of each term. As a consequence, the pupils are given a consistent approach to learning and standards achieved are above average. Teachers' planning shows that there are good opportunities to learn and make progress in the acquisition of skills and knowledge of both subjects. In art and design, the work covers all the media and pencil work, for example sketching and observational drawing, is particularly good. There is good control, variation in line and some very fine detail, based on personal experience and observation. Some of the good features of teaching enable the pupils to explore and develop their ideas. Some of the work in Years 1 and 2 and Years 3 and 4 is of a very good standard because the pupils use good observation skills when sketching in art and design or formulating ideas in design and technology. Drawing and sketching used to illustrate work in other subjects, such as history and geography, are good and reflect the teachers' expectations and the pupils' enjoyment and sustained concentration.

63. Good observation and planning skills are used in design and technology. The carefully labelled diagrams and the evaluation after the 'making' stage show the pupils' attitudes to this subject are very good. Resources for design and technology are good with a good range of tools and materials. The subject leaders have files that set out the policies and they keep a useful record of pupils' work. The pupils' sketchbooks show they are taught in a systematic way that helps them to generate ideas successfully. All the pupils commented on how much they enjoy these subjects, especially the practical approach and the 'making' stage in design and technology.

## **Music**

The provision for music is **satisfactory**.

### **Main strengths and weaknesses**

- Music is well planned to ensure continuity and progression for the pupils.
- Good use is made of specialist teachers to enhance provision and raise standards.
- The school provides good quality out-of-school provision in music and singing.

### **Commentary**

64. Lessons in music are carefully planned as part of the weekly timetable. Teachers' subject knowledge varies from good to satisfactory and the overall quality of teaching is satisfactory. Standards are in line with expectations and this is similar to the last inspection. Resources are satisfactory with a range of tuned and un-tuned percussion. Pupils enjoy the practical composition and personal response, for instance when using bucket drums, and listen attentively to each other as they perform their composition. Teachers need to ensure the routines and expectations are firmly established so that pupils consistently use the instruments sensitively, stop as required and listen attentively to the teaching. Pupils enjoy singing and are able to identify pitch, rhythm and tempo.
65. The school provides good opportunities for extra-curricular activities. The school choir meets weekly and sings enthusiastically, tunefully and skilfully. Their contribution to community events is greatly appreciated. Specialist instrument teachers enhance the provision and help to raise standards overall. Pupils' attitudes to music are good and they show their enjoyment as they work hard to learn to play an instrument or in the school band.
66. The subject leader is knowledgeable and enthusiastic but has only recently taken over responsibility for the subject. As yet there has been no opportunity to audit all the resources and establish priorities that will help to raise standards.

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

67. No specific personal, social and health education or citizenship lessons were seen during the inspection. However, teachers set high expectations for behaviour and attitudes in lessons and this helps the pupils to conduct themselves well in and around the school. Religious education lessons and class discussions are carried out in other subjects that enable the pupils to develop a respect for other people's views. Health education is taught well in science and physical education lessons, as well topics about healthy living, the body and exercise. Year 3 and 4 pupils were observed during an excellent geography lesson learning about different artefacts used by the people living in the Asian sub-continent of India, Bangladesh, Kashmir and Pakistan. This helps to foster a better understanding of different cultures and the way that people in other parts of the world cope with very different climates and life-styles. The pupils in this lesson responded with enthusiasm and maturity as they asked pertinent and thought-provoking questions.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
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>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
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	3
Enrichment of the curriculum, including out-of-school activities	3
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	2
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	4
<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).*



## EXAMPLES OF OUTSTANDING PRACTICE

### An example of outstanding practice

**The school is highly inclusive and provides extremely effective support for pupils who have physical disabilities.**

The governors and staff effectively promote an ethos that promotes equality and access for all pupils. This is reflected in the determined efforts to provide suitable accommodation, resources and a curriculum that best fits the needs of all the pupils across the school, including those with physical disabilities. This commitment to inclusive practices permeates the work of the school and the pupils respond in a positive and supportive way. When playing together, the pupils happily support and play with pupils with physical disabilities. Chasing each other across the playground; involved and thought-provoking discussions in groups, especially sensitive to the needs of pupils with special educational needs during lessons; and socialising at lunchtime over dinner are commonplace activities. This highly inclusive attitude has been adopted naturally and all the pupils play their part in learning and playing together. The staff and governors are proud of this commitment to inclusion and this is also reflected in the way parents support the school and the important part the school plays in its community.