

# INSPECTION REPORT

## **HIGH BENTHAM PRIMARY SCHOOL**

High Bentham, Lancaster

LEA area: North Yorkshire

Unique reference number: 121380

Headteacher: Mrs C A Boocock

Lead inspector: Mr D Hardman

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 256414

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:	3 – 10
Gender of pupils:	Mixed
Number on roll:	130
School address:	Main Street Bentham Lancaster North Yorkshire
Postcode:	LA2 7JU
Telephone number:	01524 261412
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Appropriate authority:	Governing Body
Name of chair of governors:	Miss W Dowbiggen
Date of previous inspection:	15 <sup>th</sup> June 1998

## **CHARACTERISTICS OF THE SCHOOL**

High Bentham Primary School is smaller than the average sized school nationally, with 130 pupils on roll including 20 children in the reception class. In addition, a further 23 children attend the nursery in the morning. The school is involved with the national initiative for small schools and has the Basic Skills Quality Mark. There is a broad social mix in the school and the full range of ability is represented. Children's attainment when they start school shows that many are in line with the levels expected for their age. There are no pupils who speak English as an additional language. There is a small number of pupils eligible for free school meals, which is below the national average. Seventeen pupils have been identified as having special educational needs; this is below the national average and three have statements of special educational need, which is above the national average. Most pupils with special educational needs have either speech and communication difficulties or moderate learning difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	D Hardman	Lead inspector	Mathematics; information and communication technology; religious education; special educational needs.
14404	A Rolfe	Lay inspector	
32283	D Goodchild	Team inspector	English; art and design; design and technology; music; physical education.
27591	M Campbell	Team inspector	Science; geography; history; Foundation Stage.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school where good quality teaching ensures all pupils reach their potential.**

The school provides good value for money. Pupils achieve well because of good teaching and those with special educational needs make good progress. By Years 2 and 5, pupils' attainment is above the levels expected for their age in English, mathematics, history and geography, and well above the level expected in music. Leadership and management by the headteacher and key staff are good. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school.

The school's main strengths and weaknesses are:

- Teaching and learning are good; pupils make good progress and achieve well. However, in some classes the presentation of pupils' written work is sometimes untidy.
- Children make a good start to their education in the nursery and reception class because of good teaching. However, the lack of an easily accessible outside play area restricts children's opportunities to develop their physical skills independently.
- The headteacher is a good and effective leader and, in a very short time, has established a very supportive atmosphere in the school. As a result, pupils have good attitudes and relationships and they behave well.
- Provision for pupils' spiritual, moral and social development is very good and this makes a very positive contribution to the enrichment of the curriculum.
- The library provision is unsatisfactory because of the limited space in the school.

The school has effectively improved since the last inspection. Good leadership and management and good teaching have been maintained despite the significant changes in staff recently. The assessment of pupils' attainment is now good and used well to guide teachers' future planning and this now shows clearly what pupils in each age group are expected to learn and the activities required to meet the aims. The observation of teaching and learning by the headteacher and key staff is used effectively to share good practice, which has a positive impact on the quality of teaching in the school. Pupils' achievements in information and communication technology (ICT) have improved and their attainment is in line with the level expected for their age. Governors are fully involved in the work of the school and they play an important part in the development of the school improvement plan. For example, there is good information provided to parents on their children's attainment and all statutory requirements are met.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E-- well below average; Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils' achievement and standards throughout the school are good, especially in English and mathematics.** The table shows the National Curriculum test results in 2003 to be greatly improved on the previous year in reading and writing and above average standards being maintained in mathematics. Pupils leave the school before taking National Curriculum tests in Year 6. There are small year groups in classes and differing numbers of pupils who have special educational needs in

the school; as a result, standards vary quite considerably from year to year. By Years 2 and 5, pupils' attainment is above the levels expected for their age in English, mathematics, history and geography and well above the level in music. In all other subjects inspected, it is in line with the levels expected for their age. Children's attainment in the Foundation Stage is above the level expected for their age in speaking and listening, and personal, social and emotional development; it is in line with the expected levels in mathematics, language and literacy.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils' attitudes and relationships are good and their attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is good, as a result pupils' learning is good and their skills improve as they move through the school. The teaching for children in the nursery and reception class is good, which is a major factor in their improving attainment and learning. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress is good and the results of these assessments are used well to guide pupils' future learning. Very good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and using the local community to enhance learning. The provision for care, guidance and support is good. The partnership with parents and the community is very good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The leadership provided by the headteacher is a major factor in the quality of teamwork and positive family atmosphere in the school. Governors make a very good contribution to the management and governance of the school and they are regular visitors to monitor the work of the school in their role as 'critical friends'. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives. For example, good use is made of the local college computer suite to enhance pupils' ICT skills.

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

The school has developed very strong links with its parents, and information to parents is very good. Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. All agree that their child likes school. Parents hold the school in very high esteem. Pupils speak highly of their school and they are keen to attend. Pupils explain how they enjoy their work in school and comment very favourably on their visits to a variety of historical and cultural sites. They recognise the value of having a School Council.

## **IMPROVEMENTS NEEDED**

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

- improve the quality of pupils' presentation of their work;
- increase the independent opportunities for children in the nursery and reception class to choose outdoor physical activities;
- improve the provision for the library.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievements by Years 2 and 5 are good and they achieve standards that are above the levels expected for their age in English, mathematics, history and geography, and well above the levels expected in music. In science and all other subjects inspected, pupils' attainment is in line with the levels expected. Children's achievements by the end of reception are good. Standards have been maintained since the last inspection report and have improved significantly in ICT. There is an improving trend of pupils' achievements and attainment.

#### Main strengths and weaknesses

- Children in nursery and reception are given equal opportunities to do as well as they can and their achievements benefit from the wide range of activities they are given.
- The school is small and all staff know pupils very well; teachers ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

#### Commentary

1. In the nursery and reception class there is a good team and they work very well together to ensure that all children have good opportunities to develop their skills and achieve well. For example, planning is linked to the different areas of learning, and assessments are made against the steps children take towards achieving the targets set for them. All children benefit from good teaching, particularly in building confidence, because of the very good relationships in the classes. Staff are clear about the curriculum for this age group and what children need to do to improve. The team work very well to support children by interesting them and engaging with them in a wide range of activities. For example, children in the nursery benefited when a father showed them how to make ravioli and in the reception class the 'Chatty Chair' was used very well when a child recounted a visit to London.

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

Standards in:	School results	National results
Reading	16.9 (16.3)	15.7 (15.8)
Writing	16.3 (14.5)	14.6 (14.4)
Mathematics	17.0 (17.5)	16.3 (16.5)

*There were 19 pupils in the year group. Figures in brackets are for the previous year.*

2. Pupils' attainment by Years 2 and 5 is above the level expected for their age in reading, writing, speaking and listening and mathematics. This is because teaching is good and the National Literacy and Numeracy Strategies are well implemented. This represents good achievement for these groups of pupils from when they first entered the school. Although year groups are often small, the school makes good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.
3. The headteacher and staff have managed the recent changes in staff well. As a result, the school is well set to continue to maintain pupils' achievements, particularly in English and mathematics, and meet its realistic targets. There are small numbers in each year group, and

during the inspection no significant variation was noted in the attainment of boys and girls in any subject. The effective analysis of assessment information means the school has useful evidence of the good progress made by pupils during their time in school. Teachers use pupils' literacy and numeracy skills in other subjects well, for example, in recording experiments or making graphs in science and in written descriptions of past events in history. However, pupils' presentation of their work is sometimes untidy, particularly for older pupils, and they do not always take sufficient care in the recording of their work.

4. Pupils with special educational needs make good gains in their skills, knowledge and understanding, so that by the time they are in Year 5, they achieve well in relation to their ability in English and mathematics. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well-trained learning support staff and this has a positive effect on their learning and the standards they achieve. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. Teachers use information from their own observations of pupils' attainment when working out suitable groupings in the classroom which ensure pupils reach their maximum potential.
5. Standards have improved in ICT and pupils' attainment is at the level expected by Years 2 and 5. Pupils are keen to use the local computer suite and computers in the classrooms and their skills are improving, especially in word processing, in using the Internet for research and in supporting work in English, mathematics and science. By Years 2 and 5, pupils' attainment in music is well above the levels expected for their ages. This is an improvement on the previous inspection. Pupils sing with confidence, accompanied and unaccompanied, in assemblies, maintaining the tune and the rhythm of the hymns. They have many opportunities to play a range of instruments either in class, through extra-curricular groups or through specialist teaching of the flute and guitar. Standards seen in the recorder and flute groups are well above what might be expected because of teachers' high expectations and very good teaching. By Years 2 and 5, pupils' attainment in geography and history is above the levels expected for their ages. In geography, pupils make good use of the local environment to carry out detailed geographical work. In history, pupils gain good knowledge and understanding about different eras of history as they move through the school. Teachers use places of interest and the locality, as well as visitors, to support, consolidate and extend pupils' learning in the subject.

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

Pupils' attitudes and behaviour are good and relationships are very good. Pupils' personal qualities, including their spiritual, social, moral and cultural development, are very good. Attendance and punctuality are good. This aspect has been maintained since the last inspection.

### **Main strengths and weaknesses**

- Pupils' very good attitudes and behaviour make a positive contribution to their learning.
- Pupils enjoy school; they have very good relationships in the school community.

### **Commentary**

6. Pupils' good attitudes to work make a positive contribution to their learning. Almost all pupils say they enjoy coming to school, and identify favourite subjects. A significant number of pupils participate in the wide range of extra-curricular activities provided by the school. The majority of pupils are interested in what they are doing and take an active part in their learning. They listen attentively to their teachers' instructions, maintain concentration for appropriate periods of time and make a positive contribution to classroom discussions. For example, in a Year 3/4 science lesson, pupils were totally engrossed in the activities, really enjoying using the equipment and recording their findings and therefore making very good progress in their learning. Pupils with special educational needs show good attitudes to work and behave well in lessons and around the school.

7. Behaviour of almost all pupils is good. In the great majority of lessons seen behaviour was good, in some lessons very good, and this has a positive impact on learning. Most pupils are aware of what is acceptable behaviour; they have a good understanding of the school rules, like the school's merit system and readily accept the principle of sanctions as an appropriate response to instances of poor behaviour. Bullying is rare. The school has a good anti-bullying policy that makes clear that it will not be tolerated. Parents and pupils have indicated that these procedures are effective. Outside of lessons, before and after school, at breaks and lunchtime, pupils interact well together. Pupils treat the school's accommodation and equipment with care and respect.
  
8. The provision for spiritual, moral and social development is very good. Provision for cultural development is good. This is reflected in and underpinned by the very good relationships in the school. The school provides an open and safe learning environment in which pupils can express their views. In lessons pupils have time to reflect on their work and to think about values, beliefs and relationships. A sense of empathy and concern for others was evident in their response to 'Remembrance Day'. Their ability to appreciate what is good and beautiful is developed well through music and art and design. In discussions, they listen carefully and respect other points of view. Pupils clearly express their views on what is right and wrong in religious education and assemblies. In lessons, they work successfully in groups, relating well to other pupils. Class Councils and the School Council give many opportunities for pupils to exercise responsibility and participate in decisions which affect the school community. Pupils have a good grasp of their local heritage and the traditions of their own area through geographical and historical studies. Wider cultural aspects are addressed through their work in geography, music, French, visiting artists, musicians and dancers from different traditions.

### Attendance

Attendance is good, above the national average, and unauthorised absence is below the national average. There are satisfactory procedures for monitoring and promoting good attendance.

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

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

### Exclusions

There were no exclusions last year but there has been one fixed term exclusion in the current academic year.

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
No ethnic group recorded

No of pupils on roll
126
1
2
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is good provision for pupils in English, mathematics, history and geography. There is very good provision for music and for pupils' personal development. This leads to good learning opportunities and pupils achieve well in these subjects. Provision has been maintained since the previous inspection.

### Teaching and learning

The quality of teaching is good. This has a positive impact on the quality of pupils' learning which is also good. Teachers know their pupils well and provide a wide range of activities to meet their needs and broaden their horizons. The assessment of pupils' attainment and progress is good and the results of these assessments are used well to guide pupils' future learning. The quality of teaching has been maintained since the last inspection report.

### Main strengths and weaknesses

- Teachers have high expectations of pupils and expect them to work hard and achieve their best. However, teachers do not always expect enough of pupils in the presentation of their work.
- Teachers provide very good encouragement for pupils, have good knowledge of pupils' achievements and plan lessons based on their previous attainment.
- Teaching for children in the Foundation Stage is good and lessons are interesting and engage children; as a result they enjoy coming to school and try hard in their work.
- The management of behaviour is very good and all pupils, whatever their ability, are given equal opportunities to succeed. Pupils with special educational needs make good progress because they are fully included in lessons.

### Commentary

9. During the inspection, teaching was satisfactory or better in all lessons. The headteacher's observation of colleagues teaching and the discussions on successful practice help to ensure that all pupils are learning effectively. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are above the expected levels for their age in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving.

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	10 (31%)	17 (53%)	4 (12%)	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.*

10. Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by staff. Pupils gain sufficient information on how well they are achieving and there are clear targets on what they must do next to improve. However, targets are not always set for presentation and teachers' comments do not always indicate how pupils can improve this aspect of their written work

11. The quality of teaching for children in the Foundation Stage is good. Teachers in the nursery and reception classes are confident in the planning which takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. The children's learning is supported by thoroughly prepared, practical activities and experiences that are wide-ranging and interesting. This motivates children, including those with special educational needs, to learn well. Teachers share resources very well and they bring enthusiasm, skill and understanding to children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. There is a good balance between direct teaching and opportunities for structured play activities. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect.
12. The teaching of basic skills in English and mathematics is good and teachers make lessons interesting which results in pupils being attentive and eager to answer questions. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have very good relationships with teachers and adults in the classroom, which means that pupils are keen to please teachers and do well. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a very good lesson in mathematics for pupils in the Year 3/4 class when pupils improved their knowledge and skills of the properties of shapes. They listened attentively to others' answers. The brisk pace of the lesson and the mature attitude of pupils led to good learning and pupils' improving skills in the creation of large shapes by joining smaller ones together. Teachers use the literacy strategy effectively and plan lessons that are challenging and interesting. For example, in an English lesson for pupils in the Year 4/5 class they were challenged well to compare the way different authors started their stories. Pupils recognised direct speech and used it effectively to start their own stories.
13. Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The setting of regular homework is consistent across the school and parents support their children well in the activities given. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching of pupils who have special educational needs is good. Teachers and learning support staff know the pupils very well and have very good relationships with them. Learning support staff liaise effectively with teaching staff and this enables the support in lessons to be well targeted to what pupils need to do next. The school has good assessment procedures for pupils with special educational needs and staff use this information well to plan activities that are well matched to what pupils know and can do.

## **The curriculum**

Provision is good. The curriculum meets all pupils' needs well. The curriculum is well balanced and relevant for all pupils, although the limited outdoor provision in the nursery and reception classes restricts the opportunities for children to make choices to work in this area. The curriculum is enriched by visits, visitors and a wide range of extra-curricular activities. Resources and the accommodation are satisfactory and used well by staff to ensure all pupils get the best from their time in school. However, due to a shortage of space, the library is limited in size.

## **Main strengths and weaknesses**

- There is equality of access and opportunity provided for all groups of pupils.
- The provision for the development of personal, social and health education is good.

## Commentary

14. The Foundation Stage children enjoy a good start to their early schooling. The curriculum provides a wide range of planned and structured activities which gives the youngest children a sound start across all the recommended areas of learning, especially speaking and listening and personal and social development. Throughout the school staff ensure that all pupils, whatever their ability, are given equal access to all aspects of the curriculum.
15. Drugs and health education policies are in place and lessons help to develop citizenship and care of the environment. Visitors, including local artists, musicians, local services and an Italian chef, add to the richness of the curriculum. Pupils are involved in a range of educational visits which make their learning more meaningful and make a very good contribution to their personal and social development. These include Grisedale Forest, Skipton Castle and Settle Theatre. Pupils also use the locality for study in order to enhance learning whilst older pupils participate in a residential experience where they learn to live and share with each other.
16. The curriculum provided for pupils with special educational needs is good. The school helps pupils with special educational needs to achieve well. The school systems are well organised and managed so staff have a clear picture of the needs of individuals. Teachers' planning makes sure that necessary strategies and resources are in place during the lesson to support these pupils. This, combined with effective use of teaching assistants, ensures pupils with special educational needs pupils make good progress.
17. The school provides a good range of extra-curricular activities. These include some sporting activities as well as many musical opportunities such as guitars, flutes, recorders and choir. The breadth and range of activities on offer are a strength of the school. These allow all pupils access to a wide range of studies and help to develop positive attitudes to learning. The number, use and quality of teaching assistants enable all groups of pupils to have good access to the curriculum. They are well briefed, support pupil progress throughout lessons and contribute well to the overall assessment of pupils.
18. The provision for pupils' personal, social and health education is good. For example, during lessons and break times older pupils take responsibility, and at lunchtimes pupils socialise well and chat happily to each other. They are polite and well mannered and behave in a civilised manner at all times. Pupils learn to play an active role as citizens by participating in the School Council and also by supporting charities and local community events.
19. The accommodation is satisfactory and used well by staff to ensure all pupils get the best from their time in school. Most of the building is spacious, attractive and well maintained and gives pupils a safe and secure environment in which to learn. However, the lack of an outside play area means that the youngest children cannot choose to work independently outside and this aspect of the Foundation Stage curriculum cannot be fully developed. The provision of resources is sound. However, due to shortage of space, the school library is unsatisfactory and cannot be used effectively by classes because of its position in the school.

## Care, guidance and support

Provision is good and has been maintained since the last inspection. This is a caring school that provides a secure environment in which pupils feel happy and safe. There are good procedures relating to child protection, and health and safety. The good standard of support and guidance and good induction procedures enable pupils to settle quickly into the school environment. The school actively seeks pupils' views of the school, for example through surveys and in discussions in the School Council.

## Main strengths and weaknesses

- Relationships between staff and pupils are very good and help to provide a good standard of support and guidance for pupils.

## **Commentary**

20. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements and is implemented by the headteacher. Procedures for general risk assessments are in place and inspections are carried out on a regular basis. First aid provision is good and good records of accidents and injuries are maintained. The arrangements for child protection are good. The headteacher is the designated teacher and has received appropriate training.
21. Pupils are provided with a good level of personal support and guidance that is underpinned by teachers' good knowledge of them and the very good relationships between them. Pupils say that they are confident to approach teachers should they have any problems and that they would be provided with appropriate guidance and support. Staff maintain good records of pupils' academic and personal development, and all pupils have discussions about targets for improvement and how they can achieve these targets. There are very good procedures for the induction of children into the school which enable them to settle quickly into the school environment.
22. The school provides pupils with a good level of care and support that enables them to concentrate on their lessons and has a positive impact on their learning. The school actively seeks pupils' views mainly through the School Council and discussion time in lessons. The school values pupils' views and where practicable takes these views into consideration when reviewing policies and procedures. For example, the school consulted the School Council before redesigning the playground and providing new playground equipment.

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

The school has developed a very strong partnership with parents who have very positive views of the school. The school has developed very good links with the community and other schools that make a very good contribution to pupils' learning. There has been an improvement in this aspect of school life since the last inspection.

## **Main strengths and weaknesses**

- The quality of information given to parents is very good.
- The involvement of the school in the community and the links with other schools have a very positive effect on pupils' achievements.

## **Commentary**

23. The quality of information given to parents is very good. The school brochure and governors' annual report provide a wide range of information about the school and its activities and meet statutory requirements. Regular newsletters and letters about specific events ensure that parents are kept up to date about current school activities. Parents are invited to three parents' meetings each year and pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress, and targets for improvement. The leadership and management ensure that the school actively seeks the views of parents which are analysed so that their views may be incorporated into new or revised school policies and procedures. For example, the introduction of pupils' mid-term reports was in response to a recent questionnaire. There are good arrangements to involve parents of pupils with special educational needs in the development and review of their children's individual educational plans.
24. Parents' views of the school are very positive. Virtually all parents are pleased with the progress their children make in their learning, the quality of teaching, the good standard of behaviour and the expectation that their children will work hard. Parents also indicated that their children enjoy coming to school, that the school is helping them to become more responsible and mature and



that they are kept well informed about their children's progress. Evidence from the inspection confirms these positive views of the school.

25. Parents' involvement in their children's learning is good. The school makes good use of parental skills; for example one parent, an Italian chef, led a group of pupils making ravioli. Parents are encouraged to be involved in a wide range of activities including a drugs awareness programme, and literacy, numeracy and ICT evenings. Parents say that these activities enable them to make a significant contribution to their children's learning. 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; for example they support swimming tuition and transport and have made a substantial donation to the costs of the all-weather pitch, all of which have had a positive impact on pupils' learning.
26. The school's links with the community are very good and make a significant contribution to pupils' learning. There is a range of visitors to the school, including artists, musicians and theatre companies who enhance pupils' learning in drama, art and design and music. The school makes good use of the local community, and visits to a local museum and library and local field trips support pupils' learning well. Links with the local parish church supports pupils' spiritual and cultural development. The school's links with other educational establishments are very good. It has established strong links with a number of other schools, using their facilities for sports, science, art and design, and drama. They have established strong links with the local secondary school and the school has developed good transitional arrangements that include effective liaison between staff and the transfer of relevant information. The strong links with local colleges involve work experience and teacher training placements. All have a positive impact on pupils' learning and understanding of the wider community.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. Leadership by the headteacher and key staff is good. The involvement in and governance of the school by the governing body are very good. The management of the school by the headteacher and governing body is good. The accommodation has a number of weaknesses that restrict the provision that can be made for pupils. Staff work well together to minimise the impact of these deficiencies. The recently appointed headteacher, well supported by staff and governors, has worked successfully to maintain the quality of leadership and management.

### **Main strengths and weaknesses**

- The headteacher, staff and governors give a clear educational direction for the school.
- There are observations of teaching and learning by the headteacher, key staff and governors. The discussions following these observations are used very well to highlight good practice and provide the basis for areas for future development.
- The school has fully implemented the initiative on performance management, and the good professional development of all staff has been closely linked to the present school improvement plan.

### **Commentary**

27. Following the leadership of the headteacher, all staff are enthusiastic and this fosters a very positive family atmosphere in the school, where all staff and pupils are valued and their efforts are very well supported. The school's leadership has responded very effectively to the last inspection and all issues identified for improvement have been successfully addressed. Professional development is closely linked both to the needs of individual teachers and to the needs of the school. For example, staff have attended courses to develop ICT skills and this has helped them to improve pupils' confidence and attainment in the subject. The headteacher and staff attend courses and visit other schools in the local area; called the cluster group, they

then pass on information to their colleagues in discussions or by sharing documentation showing examples of good practice.

28. The overall management of the school is good. Closer checks by the recently appointed headteacher and key staff have maintained good teaching and the establishment of a positive atmosphere when discussing future developments. Through the quality of their teamwork the staff have devised clear and rigorous procedures for checking planning, observing each other at work and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' achievements are good in many aspects of school life. The school improvement plan is detailed and effective, clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. For example, pupils' attainment was below average in ICT at the last inspection but a good plan for improvements, teacher training and the use of the computer suite have made significant improvements in pupils' achievements in ICT. Educational and financial planning is clearly cross-referenced and the headteacher and governors work very closely together. As a result, the governors are very well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value.
29. Governors hold regular meetings to enable them to support the headteacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy, special educational needs and all subjects of the National Curriculum, who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governing body works very closely with the headteacher and they meet regularly to discuss the school and its work. As a result, governors have a clear picture of the work of the school and are particularly pleased with the achievements and learning of all pupils. The school uses funds designated for particular purposes well. There are good procedures to ensure the budget is well spent and the most recent audit showed that all systems were in place and well managed.

## Financial information

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

Income and expenditure (£)	
Total income	353,494
Total expenditure	367,657
Expenditure per pupil	2,589

Balances (£)	
Balance from previous year	32,382
Balance carried forward to the next	18,219

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

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

Provision for the children in the Foundation Stage is **good**. Provision and standards have been maintained since the last inspection.

### **Main strengths and weaknesses**

- The curriculum provision is good including enrichment by visitors and the quality of activities offered, especially in the nursery class.
- There is a strong whole team approach across the Foundation Stage including planning and use of resources. However, there is unnecessary duplication of assessment and record keeping.
- The leadership and management of the Foundation Stage is good and there are good parent/school relationships
- The opportunities for children to work independently outside are restricted because of the lack of a suitable area.
- A greater sense of urgency towards learning is needed in some lessons in the reception class in order to sustain the very good start children make in nursery.

### **Commentary**

30. Curriculum planning in the Foundation Stage is good and carried out jointly by the teaching team. The good quality teaching ensures that children's learning is supported by thoroughly prepared, practical activities and experiences that are wide-ranging and interesting. This motivates most children, including those with special educational needs, to learn well. Activities are based upon the Foundation Stage curriculum and as children get older, they are introduced to slightly more formal ways of working to prepare them for the National Curriculum. However, in some lessons time is not always used as effectively as it could be in the reception class and challenge for all children needs to be further developed to extend the high quality learning they experience in nursery. Other key strengths of teaching are the use of shared resources and the high expectations of most teaching and support staff. They bring enthusiasm, skill and understanding to the children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. Nursery and reception have large spacious rooms but there is no independent access for children to a secure and safe outdoor area, in order to enhance physical development.

## **PERSONAL AND EMOTIONAL DEVELOPMENT**

Provision is **good**.

### **Main strengths and weaknesses**

- The range of activities to develop routines, good behaviour, good work habits and the whole child is effective.

### **Commentary**

31. All children in the Foundation Stage achieve well in this area of learning because they receive patient, caring and appropriate teaching. Progress is good because teachers specifically plan activities to promote skills through other areas of learning, where they have high expectations of the children. In nursery, children quickly get to know regular routines and how to use certain pieces of equipment. They take part willingly, for example, at tidy up time, because they have learnt that working together makes the task easier. Reception staff build on these

developments and continue to reinforce this learning. Children quickly realise that good behaviour is expected because all staff praise it and calmly explain why other behaviours are not acceptable. As a result, most children show good levels of self-discipline and confidence by the end of the year. Relationships are very positive throughout the Foundation Stage and help to play a significant part in children's learning. They enjoy their work and they respond positively to all the new experiences.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision is **good**.

### **Main strengths and weaknesses**

- The range of activities offered is good.
- All staff develop speaking and listening skills well.

### **Commentary**

32. Most children enter nursery at the expected levels for speaking and listening. Most children will have achieved the goals children are expected to reach by the end of reception and several will have surpassed them. They make good progress because of the good teaching by all members of the teaching team. Children continue to develop their confidence with speaking because the staff engage in almost continual conversation with them. They chat, question and encourage children to extend their vocabulary and to encourage confidence in speaking, listening and writing at all times. The nursery and reception classrooms are rich environments for promoting the use of language. Children learn to initiate their own conversations because they are shown and become interested in the well-planned activities, as they play, for example, in the 'park keeper's house' or the home corner.
33. Children listen attentively to class stories such as *Owl babies*, joining in when they can. Higher attaining children identify names and sounds of certain letters. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills. Children use the book areas independently to 'read' books and develop a good interest in books and stories. They use the writing areas well to write letters or lists. Teachers provide many well-chosen experiences to enhance children's skills, especially in speaking and listening. Children, when confidently established in school, take books home to read or share with adults.

## **MATHEMATICAL DEVELOPMENT**

Provision is **good**.

### **Main strengths and weaknesses**

- The range of activities and resources provided is good.

### **Commentary**

34. Children's achievements in mathematics are satisfactory. On entry to nursery, they experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. They are introduced to simple numbers, names and shapes and some begin to count to five and beyond. In reception, most children count to ten forwards and backwards and some carry out this activity with numbers to 20 and beyond. Staff encourage children to use mathematical vocabulary as they explain their work. Much attention is given to consolidating children's learning through play situations and positional language is emphasised through play, during story time and free flow activities. Nursery children have access to a wide range of

small, delicate equipment for pouring and measuring which they treat with great care and respect. Reception children are more teacher directed and the scope of some activities is limited. In nursery and reception, teaching is good, offering children opportunities to consolidate learning and extend their mathematical thinking.

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

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- The range of activities and learning opportunities is good.

### **Commentary**

35. Nursery and reception classes make sound provision for developing children's knowledge and understanding of the world and achievement is good. Children are in line to reach the expected levels by the end of the reception year and a few will surpass these. Teaching is good and staff plan an interesting range of activities which helps children learn about the world around them and helps develop an appropriate vocabulary. For example, in nursery, they make pasta with a parent who is a chef, and they cut and mould dough. Older children study seasonal changes, looking at fruits and seeds and effects on wildlife. The attractive displays and photographs show evidence of the exciting activities that children are offered. In most activities, children have good adult support to help them develop vocabulary and knowledge.
36. Using photographs, children identify specific sites around the school. This type of activity is an introduction to simple geographical skills. Children begin to investigate simple scientific ideas and in nursery and reception all children have good access to computers. The children have a wide range of competence in the use of computers. Older children use an art program to create animal pictures. All are given support and guidance at an appropriate level. Children take part in discussions to raise awareness of their own traditions and those of other cultures. This helps children to learn the need to respect the views of others and raise their awareness of the importance of belonging.

## **PHYSICAL DEVELOPMENT**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Many interesting opportunities to develop this aspect are provided.
- There is not a safe and secure outside area where children can choose to work.

### **Commentary**

37. Most children are in line to reach expected standards by the end of reception because they are motivated and teaching is good throughout the Foundation Stage. On entry to nursery, children learn quickly and make good progress because they participate in purposeful activities. Both classes use the school hall for physical activity. Reception children develop an awareness of space and how to move about safely, with an awareness of others. Although children do use the outside area in groups or as a class, where they use large toys and equipment, they do not have a safe secure space where they choose outdoor learning. This would enhance provision for this aspect of development.

38. Throughout the nursery and reception class, children are given ample opportunities to develop hand eye co-ordination. For example, they manipulate the computer mouse, and roll and mould play dough. They use building toys and wooden blocks effectively and small world figures to invent play scenarios. Most children are on course to meet the goals children are expected to reach in this area of development and many will surpass them.

## **CREATIVE DEVELOPMENT**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- A good range of resources and activities is provided.
- Some activities in reception are limiting and too teacher directed.

### **Commentary**

39. Nearly all children's attainment is at expected levels for children of this age due to good teaching and good quality provision, especially in the nursery. Children's achievement is good because they have access to daily creative opportunities. The resources provided for creative exploration are a strength of provision. In nursery, children create models, paint and draw members of their families. In reception, children make potato prints of shapes, create shape pictures and paint autumn pictures. Children are taught basic skills and techniques in their creative work and this can be seen in the scope of their results. However, there are limited opportunities to make their own choices of materials and evaluate and modify their work accordingly. Children's creative skills are developed further by the provision of a wide range of activities in the role-play area using good quality resources. This is especially notable in the nursery. Staff talk to children as they play to develop their ideas and vocabulary and to encourage their understanding of the need to share and help others.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

Provision for English is **good**.

### **Main strengths and weaknesses**

- Good teaching helps all pupils to make good progress and attain standards above the levels expected for their ages.
- Good use is made of information from tests and assessments to decide how to help pupils learn.
- Writing skills are developed well in most subjects but less so in science for the older pupils. Marking identifies where pupils can improve but in some classes it does not always identify how to improve presentation.
- Leadership and management in the subject are good.
- Accommodation for the library is unsatisfactory.

### **Commentary**

40. Standards in the subject are rising when compared to previous years, because of good quality teaching, leadership and management in the subject. For example, in the 2003 National Curriculum tests, Year 2 pupils reached above average standards in reading and well above average standards in writing. School assessments and inspection evidence indicate that standards in Year 5 in reading, writing and speaking and listening are above average. Pupils

make good progress. Standards of reading are similar to those found in the last inspection whilst standards of writing have risen.

41. Teaching is good overall with examples of very good teaching. All teachers are confident and have very good subject knowledge. No time is wasted in lessons, because of good management and high expectations of behaviour. For example, in a Year 2 lesson on writing instructions, effective use was made of the National Literacy Strategy planning. Higher attaining pupils used the computer well to edit instructional text for spellings, capital letters and full stops. A teaching assistant provided good support for lower attaining pupils, developing their word recognition skills. Activities were carefully matched to the needs of individual pupils; therefore, all pupils made good progress. Pupils make good progress in developing their writing skills because of the emphasis placed on writing for different purposes and the opportunity to write extended pieces. Autumn provided a strong stimulus for Year 5. One pupil wrote, "The smell of sooty smoke drifting across the cool sky – hot steaming apple pies with a sweet smell of treacle toffee." All teachers mark work carefully. They consistently provide comments which show pupils what they need to do to improve, but in some classes marking is less consistent in setting high expectations of neatness.
42. Pupils' speaking and listening skills are well developed. They listen carefully in lessons and respond appropriately. This is because very good relationships and teachers' good questioning skills encourage pupils to participate fully in discussions. Drama was used effectively in a Year 1 class. Pupils made good progress as they acted out roles from the story *The Bear Who Wouldn't Share*. They spoke confidently and with expression and were attentive listeners. By Year 5 pupils' reading skills are well developed. They express opinions about fiction books, and locate and use non-fiction books to research subjects. The school library has been fully catalogued but does not provide adequate space within which pupils can comfortably work.
43. Leadership and management in the subject are good and make a positive impact on pupils' improving standards. For example, action has been taken to make sure that the inadequate library space does not affect pupils' learning. The range of books has been extended and additional shelving is located in other areas of the school. Provision has also been made for pupils to regularly visit the local library. National Curriculum tests and assessments are analysed to identify areas for development and improve the standards that pupils reach. Teachers make good use of this information to set group and individual targets in lessons and thus drive up standards.
44. It was not possible to observe complete lessons in French therefore no judgements on teaching are possible. In the part lessons seen, pupils approached their work with enthusiasm and made good progress. They listen very carefully to the nursery nurse who speaks with an authentic accent and who insists that the pupils use the correct pronunciation. Year 1 pupils count accurately to ten and begin to recognise numbers in isolation. The use of common French phrases during the lesson develops pupils' discriminatory skills. In Years 3 and 4 pupils greet each other in French, recognise body parts and respond appropriately to instructions in French. They develop a good foundation of common French phrases.

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

45. Pupils' skills are used well across the curriculum, for example, to record results and use ICT as a research tool and word processor. They are provided with opportunities to write at length, particularly in history and geography. However, opportunities for the older pupils to write extended scientific reports are limited. Links between literacy and history were used with very good effect in a Year 3/4 lesson. Historical evidence provided an interesting context for pupils to write a play script based on a day in the life of High Bentham School a hundred years ago. The high profile of music makes a very good contribution to the development of pupils' listening skills and the strong emphasis on diction develops speaking skills. Religious education and the School Council give good opportunities to develop pupils' discussion skills.

## MATHEMATICS

The provision for mathematics is **good**.

### Main strengths and weaknesses

- The quality of teaching and learning is good and sometimes very good; as a result pupils of all abilities achieve well because suitable work is planned to meet their different needs.
- Pupils throughout the school do well to reach standards above those expected. This is an improvement since the last inspection.
- Leadership and management of the subject are good.
- There is good use of mathematics across the curriculum.

### Commentary

46. The quality of teaching and learning is good. A great strength throughout the school is the systematic teaching of the basic skills. Lessons are well structured and usually begin with a review of the previous lesson so that pupils build on what they already know. New learning targets are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to achieve well and to focus on the tasks set. Teachers' planning shows that work set is very well matched to the needs of pupils, and teachers use teaching assistants effectively so pupils benefit from working in small groups.
47. Pupils' attainment by Years 2 and 5 in mathematics is above the levels expected for their age. This is a good achievement as each year group is relatively small and in some year groups there are significant numbers of pupils who have special educational needs. These achievements are the result of good teaching throughout the school and the effective leadership and management in the subject. Although the number of pupils taking the National Curriculum tests is small, there has been analysis of test results to find out which areas of mathematics need improving. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and teaching assistants.
48. Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically-based mathematical activities. There is very good emphasis on the teaching of basic number skills; for example, in Year 1 the regular use of mathematical language reinforces the skills involved with practical activities in counting on and back and using simple multiplication tables. In Year 2, pupils use and understand basic fractions when showing the time on clocks as  $\frac{1}{4}$  to or  $\frac{1}{2}$  past the hour. They use this knowledge well; for example, in a good lesson in Year 2 pupils were challenged well to use their knowledge of time to solve problems when working out how long a journey had taken. In Year 5, pupils work with numbers up to 1000 and record their calculations accurately. They tackle problems which involve measuring and, in a Year 4/5 lesson using protractors to measure angles, they took great care to ensure that their measurements were accurate.
49. Leadership and management of the subject are good. Discussions with teachers show that they work closely together and frequently discuss pupils' progress in the subject. The headteacher has completed observations in lessons and the information gained has been used to guide future school developments. Guidance for teachers follows the numeracy strategy closely. Assessment is good and individual targets are set for pupils. As a result, they know how well they are achieving and what they must do next to improve further.

### Mathematics across the curriculum



50. Mathematics is used well in a variety of ways across the curriculum; for example, pupils measure and record temperatures in science, draw plans in geography and collect data in a variety of subjects. Pupils use computers effectively to support their mathematical skills.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- The development of scientific enquiry throughout most of the school is good. However, there is need to develop more scientific investigational work with the oldest pupils.
- The quality of teaching and learning is good and pupils' attitudes are good.
- The science curriculum is enhanced by visits, visitors and the use of the school grounds.
- The co-ordinator needs time to monitor standards and the quality of teaching and learning throughout the school.

### Commentary

51. Pupils' attainment by Years 2 and 5 in science is in line with the levels expected for their ages. Their achievements are satisfactory. Pupils' attainment has been maintained since the last inspection in most classes. However, standards are not quite as high for the oldest pupils as in the last inspection, due to limited scientific work undertaken with these pupils this year. Although all other classes carry out practical investigative work, opportunities for extended scientific writing are limited for older pupils because of the use of too many worksheets. Pupils with special educational needs make the same progress as their classmates because they are well supported.
52. Most of the teaching is good and some is very good. In most classes, lessons are effectively planned with learning objectives linked closely to the National Curriculum. Pupils know what they are going to learn because the teachers explain the purpose of the lesson and so understand their own progress. In lessons, work is set at different levels to meet the needs of all pupils, with support available for those who need it most. For example, by Year 5, pupils understand the complex ideas about Earth and Space. They understand how we know the earth is spherical and that evidence for an idea may be direct or indirect. Pupils are kept interested in lessons because of the brisk pace. Pupils are encouraged to develop social skills by working with groups or partners. Teachers' subject knowledge is secure and there is a good emphasis placed on developing vocabulary. For example, Year 3 and 4 pupils talk confidently about magnets attracting and repelling and how to measure forces in Newtons. Teachers ensure that all pupils are fully included in lessons. For example, work is provided that is suitable for pupils with special educational needs. Teachers relate well to their pupils and encourage moral development by their expectations of good behaviour.
53. Teachers develop literacy and numeracy strategies well in science. There are good opportunities to read and record. For example, measurements are taken in experiments and graphs are used to record findings. There is satisfactory use of ICT in the subject for research. A positive feature of the science curriculum is the enrichment offered by visits, visitors and use of the wild life area in the school grounds. There is sound management of the subject with a commitment to continue to raise standards. However, there has been limited monitoring of the subject but this is planned for later in the school year. Teachers use resources effectively to develop pupils' learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and pupils' attainment has improved since the last inspection.

- Pupils' attitudes and relationships are very good and pupils are very keen to use computers and improve their knowledge and understanding of ICT.
- Pupils in Year 5 use computers confidently to find information on the Internet and to support their work in many subjects.

## Commentary

54. Pupils' attainment by Years 2 and 5 in ICT is in line with the levels expected for their age. Their achievements are good. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and skills when they work on computers. Teaching and learning are good and many pupils use computers confidently. This has a significant impact on pupils' achievements, attainment and attitudes. For example, pupils in Year 3/4 improved their knowledge of art when creating their own pictures on the screen. They used a variety of colours to illustrate feelings such as anger or peace and one pair created a very effective picture of a city at night using yellow and white on a black background. In addition, because they have been well taught, pupils in Year 5 carry out effective research on the Internet into topics as diverse as Grace Darling and the Titanic. Pupils explain how they save their work and how to print the finished product. They use multimedia presentations in their historical studies of the Vikings. In a good lesson for pupils in Year 2, the teacher gave a very good explanation of how to use a drawing program to create images on the screen and pupils developed their skills well when using different colours to fill the shapes they made. Older pupils are confident using ICT and explain how to enlarge an imported picture and to move it around the screen to improve the visual effect of their work.
55. All teachers challenge pupils very well by reminding them to think about what they are trying to achieve when using computers. For example, in Year 2, pupils use a basic word-processing package which they use to support their work in English when completing unfinished sentences or writing their own stories and poems. This type of work enhances their language skills and improves their use of the keyboard. In a mathematics lesson for pupils in Year 1, computers were used well to reinforce pupils' skills in ordering numbers from the largest to the smallest. Pupils used their 'click and drag' techniques to position numbers in a sequence. The teacher challenges pupils well by reminding them to think about what they are trying to achieve.
56. The leadership and management of the subject are good because there is clear guidance for the subject that teachers follow and a well-developed improvement plan. There are sufficient computers to allow pupils enough time using ICT to develop their skills and the use of the local computer suite is used very effectively to improve pupils' skills.

## Information and communication technology across the curriculum

57. The school is making sound progress in developing the use of ICT across the curriculum. For example, pupils support their work in mathematics by entering instructions to a floor robot so that it draws regular shapes. Pupils in Year 1 use counting games to improve their addition and subtraction and use an art and design program to create attractive patterns. In English pupils in Years 3 and 4 write their own plays about life in 1900 using computers and this links very well to their studies in history.

## HUMANITIES

58. In humanities, work was sampled in **history** and **geography**, with only one lesson seen in each subject. It is therefore not possible to form an overall judgement about provision in these subjects. However, there was ample work for scrutiny, and attractive and informative displays throughout school contribute to the judgement that standards by Years 2 and 5 are above the levels expected for their ages in both subjects.

59. In both subjects, pupils make good use of the local environment to carry out detailed work. In geography, younger pupils study High Bentham and the facilities it offers the community. They create accurate maps of the area and design symbols to promote sports and leisure. Year 2 pupils make good comparisons between their village and a village in Mexico. They compare and contrast lifestyles as well as human and physical features of the localities. In geography older pupils use information well about their own locality for comparisons with localities in Europe and in history they compare now and then, looking at the early part of the last century such as which buildings still remain and how their usage has changed. Local people come into school and talk about the village's history. Such community links make history come alive for the pupils and their personal development is enhanced by such visitors.
60. History and geography make a positive contribution to social, cultural and moral development by raising pupils' awareness of other cultures and societies. There are good opportunities for pupils to undertake extended historical writing and most pupils find the subjects interesting and enjoyable. Strengths in teaching include effective use of ICT, such as multi media presentations about 'The Vikings', and the imaginative use of resources, such as comparing new and older toys in Year 1. There are adequate resources in both subjects to meet the programmes of study.

## RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Teachers plan effectively to ensure that pupils are taught all the elements of the locally agreed syllabus.
- Pupils' attitudes and relationships are very good and they are encouraged to apply the values they study to their everyday lives.
- There is very little written work in the subject, especially for older pupils.

### Commentary

61. Standards of attainment seen during the inspection remain in line with expectations of the locally agreed syllabus. Standards have been maintained since the previous inspection. Few lessons were seen in religious education and a lot of work centres around discussions, so there was limited written work to examine. However, analysis of the available work and discussions with pupils indicate that pupils' achievement is sound throughout the school.
62. Teaching is good and pupils in Year 2 gain a good understanding of religious festivals. Good discussions on the idea of sharing led into the plans for their own harvest festival and how they could share the produce collected with other people. Older pupils explained about their plans for harvest festivals and discussions showed they were thinking about others when they talked about how their own contributions could help. Learning targets are clearly identified and pupils learn about Jesus, Christian lifestyles and Christian communities. In addition, they talk sensibly about other major world faiths, in particular Judaism. The teaching of religious education is well supported by educational visits and visitors. For example, pupils talk knowledgeably about their visits to local churches to find out about places of worship.
63. Teachers often link the work covered in religious education to other subjects, such as art. For example, a good display of work in Year 5 shows the good use of different paintings of Jesus by famous artists as a stimulus for pupils. They described their thoughts about life in the time when Jesus was alive and how Jesus "showed how to help others and lead a good life". The leadership and management of the subject have just been taken over by the recently appointed deputy headteacher who has already prepared plans for an audit of the subject, and the checking of teaching and learning is planned for next term. In addition, the co-ordinator checks

the planning of the subject and how pupils' skills are developing which shows that there has been a good start to the leadership of the subject. The school has sufficient resources to allow pupils to develop their skills during the year. However, there are too few opportunities for pupils to use their writing skills in the subject.

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

64. No lessons were seen in **art and design** or **design and technology**. As a result, there is insufficient evidence to make firm judgements on provision for these subjects. However, analysis of pupils' work and teachers' planning indicates that all aspects of the subjects are covered. In art and design pupils have opportunities to work with a wide range of materials. This was evident from work carried out during an 'art week' based on the theme of the seasons. Pupils used techniques such as silk painting, rag rugging, batik, weaving and embroidery to produce very effective and impressive wall hangings. In design and technology pupils have good opportunities to tackle a range of design projects and teachers make sure that the design process is addressed well. This was very evident in the work of pupils in Year 3/4. In designing a money container they carefully analysed its function and identified key features. Diagrams were drawn and labelled, identifying materials to be used. The completed work was evaluated and the pupils identified aspects they would improve.

## **MUSIC**

The provision for music is **very good**.

### **Main strengths and weaknesses**

- There is very good teaching with examples of excellence. Pupils have opportunities to play a range of instruments.
- Leadership and management provide knowledgeable and enthusiastic guidance.

### **Commentary**

65. Standards of singing are very good throughout the school. This represents achievement well above expected levels and is an improvement on the previous inspection. Pupils sing with confidence, accompanied and unaccompanied, in assemblies, maintaining the tune and the rhythm. Pupils have opportunities to play a wide range of instruments either in class, through extra-curricular groups or through specialist teaching of the flute and guitar. Standards seen in the recorder and flute groups are well above what might be expected, because of high expectations and very good teaching. Pupils have many opportunities to perform within the school and the community, which they talk about with pride.
66. Teaching is very good. Visiting instrumental teachers contribute well to learning. Pupils make good progress because of very good teacher subject knowledge, clear explanations and very good supportive relationships. In a Year 1 lesson, pupils' musical vocabulary was extended as they discussed how to choose the correct sounds to illustrate a part of a story. The introduction of the terms 'tempo' and 'dynamic' further extended their musical vocabulary. In a Year 2 lesson, clear demonstration made sure pupils understood pulse as they worked on different rhythms. Pupils achieve well above expectations in their ability to sing in two parts within a choral group. This was seen in the following example of outstanding practice.

The recorder and flute group played confidently as Year 1 left the assembly. No time was lost as the remaining pupils launched straight into *Linstead Market*. Years 2, 3, 4 and 5 sustained melody and phrasing as they sang in two parts. The lead teacher communicated real enthusiasm and genuine pleasure at the pupils' efforts.

Leadership and management are good. The subject co-ordinator leads by example and makes sure that music maintains a high profile within the school. She monitors and evaluates teaching and learning and has good awareness of strengths and areas for development.

## PHYSICAL EDUCATION

Provision for physical education is **good**.

### Main strengths and weaknesses

- There is good use of demonstration to illustrate teaching points, but pupils' own evaluations are not always used to improve skills.
- A good range of small apparatus encourages physical development during playtimes and the all-weather pitch makes sure pupils have access all year to outdoor games.

### Commentary

67. By Years 2 and 5 pupils' attainment is in line with the levels expected for their ages. Standards are therefore similar to those seen in the last inspection.
68. Teaching is satisfactory, with some strong elements. All teachers make sure that pupils understand the purpose of warming up. This makes a good contribution towards health education. For example, Year 2 pupils know that the heart is a muscle and therefore needs to be exercised. Teachers make good use of pupil demonstration to illustrate a particular skill or movement. They encourage pupils to evaluate their work. However, pupils are not always sufficiently challenged as teachers do not use pupils' evaluations to improve their own performance. Pupils therefore do not make as much progress as they might. In a good Year 1 gymnastic lesson, challenge and high expectations led to improving skills. Pupils showed good body control and completed a movement sequence ending in an imaginative balance. Pupils in all lessons use space effectively. They work hard as individuals and co-operate in groups to develop skills.
69. Pupils have access to and enjoy a range of small apparatus during dinnertime. Outdoor play facilities have been enhanced by the addition of an all-weather pitch. This represents an improvement since the previous inspection. All pupils have the opportunity to learn to swim before they leave school. Leadership and management are satisfactory. An appropriate policy and material to support teaching are in place.

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

Provision for personal, social and health education is **good**.

### **Main strengths and weaknesses**

- There is a very good family atmosphere; pupils take responsibility for themselves and others. As a result, pupils are confident and self-assured.
- A healthy lifestyle is well promoted and pupils are very well involved in school life as young citizens.

### **Commentary**

70. Personal, social and health education is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons and assemblies the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. There are very good opportunities for pupils to think about other cultures, and to be sensitive to the feelings, beliefs and values of others. Pupils are given time to reflect and consider issues during collective worship. An example of this was in an assembly when the headteacher talked about Remembrance Day and older pupils knew it was held to remember people who had died in wars. Pupils explained it was all about thinking of others and how they could help. This was followed up very well the next day when all classes held two minutes silence and in one lesson, pupils were encouraged to think of those in different services who help us all in so many ways. Pupils' response was excellent as all quietly reflected during the silence.
71. During lessons and break times older pupils take responsibility; for instance they look after younger ones, tidy classrooms and put away chairs after lunch. At lunchtimes, pupils socialise well and chat happily to each other. They are polite and well mannered and behave in a civilised manner at all times. Pupils are encouraged to have responsible attitudes towards drugs. Pupils learn to play an active role as citizens by participating in the School Council and also by supporting charities and local community events. The school promotes a healthy life style through physical education lessons and extra-curricular activities.

## 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	2
How the school's effectiveness has changed since its last inspection	3
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	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

<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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the head teacher	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).*