

INSPECTION REPORT

HIGH ERCALL PRIMARY SCHOOL

High Ercall

Telford

LEA area: Telford and Wrekin

Unique reference number: 123370

Headteacher: Mrs T A Moore

Lead inspector: Paul Bamber

Dates of inspection: 8th - 10th December 2003

Inspection number: 256416

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
Number on roll:	106
School address:	Church Road High Ercall Telford Shropshire
Postcode:	TF6 6AF
Telephone number:	01952 770244
Fax number:	01952 770244
Appropriate authority:	The governing body
Name of chair of governors:	Mr E R Pardoe
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

High Ercall Primary is a small rural school near Shrewsbury. Some pupils come from the village but the majority comes from further afield. Many pupils have relatively advantaged backgrounds. The school has been awarded Investors in People status, School Achievement, Healthy Schools and Health and Safety Awards. A lower than average proportion (about ten percent) of pupils has special educational needs but an average proportion have a Statement of special educational need. Pupils are taught in four mixed age classes, with reception children taught alongside younger Year 1 pupils and enter the school either in September or January according to their age. They normally enter with broadly average standards. No pupil is currently at an early stage of acquiring English and pupils come from predominantly white British backgrounds. There are a few children from travelling families. The pupil mobility is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15064	Paul Bamber	Lead inspector	Mathematics, history, geography, physical education.
9446	Helen Griffiths	Lay inspector	
21163	Marsha Walton	Team inspector	Foundation stage, Information and Communication Technology, art and design, music, religious education.
14976	Peter Dexter	Team inspector	Special educational needs, English, science, design and technology, personal, social and health education and citizenship.

The inspection contractor was:

peakschoolhaus
BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **very effective** and provides very good value for money. Standards are often high and pupils achieve well and have very positive attitudes to their learning because of good teaching. High quality leadership promotes high standards and achievement and develops good practice in teaching.

The school's main strengths and weaknesses are:

- The headteacher's leadership is excellent.
- Teachers' use of information and communication technology (ICT) to support learning and to capture pupils' interest in lessons is excellent.
- Standards are at least above average in the core subjects of English, mathematics and science and pupils achieve well throughout the school.
- Pupils behave very well and have very positive attitudes as a result of good teaching and the very good provision for their personal, social and moral development.
- The school's partnership with parents, other schools and the local and wider community contributes significantly to pupils' good achievements and standards.
- Children in the reception year receive a very good start to their schooling.
- The school could do more to actively promote pupils' appreciation of the cultural diversity of society.
- Pupils in the Years 1/ 2 and 3/ 4 classes should be more actively involved in their own learning.

Improvement since the last inspection has been very good. Standards have risen significantly, particularly in ICT. The quality of teaching is better and many more opportunities have been provided for pupils to use computers and reference books to find information to support their work. Provision for pupils in the reception year is now of very good quality and has improved considerably since the last inspection.

STANDARDS ACHIEVED

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

Key: A - very high; 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.

Note on comparative data. It should be noted that because the school has relatively small numbers of pupils in each year group, that the performance of individual pupils in national tests has a disproportionate effect upon average standards. As such year-on-year comparisons are unreliable as indicators of trends in performance.

Pupils' achievement is good. Children generally enter the school with average standards and make good progress towards meeting or exceeding the targets set for them by the time they enter Year 1. Standards in Year 2 are well above average in reading, writing, mathematics and science and above expectations in history and ICT. Present standards in Year 2 reflect the consistently very good results attained in recent national tests. Test data shows that pupils' achievements in using and applying their mathematical and scientific knowledge and skills have improved considerably as a result of more skilled teaching in these aspects. Standards in the present Year 6 are above average in English, mathematics and science. Because there is a higher proportion of pupils with special

educational needs in this year group, average standards are not quite as high as those reflected by the 2003 test results. However, excellent teaching has resulted in these pupils reaching well above average standards in ICT. Because of the effective support they receive, pupils who find it more difficult to learn, those with physical impairment, children of travelling families and those who are gifted and talented, all achieve as well as other pupils.

Pupils' personal qualities, including their attitudes and values, are very good. Overall, pupils' spiritual, moral, social and cultural development is good. Pupils behave very sensibly, attend school regularly and are punctual. Pupils should be made more aware of the cultural diversity in society.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **good** overall, and very good in Year R /1 and in Year 5/ 6 classes. The quality of teachers' assessments is **good**. Teachers' excellent use of ICT, throughout the school, contributes significantly to pupils' understanding and interest in lessons. Because the staff relates so well to pupils, lessons are positive and purposeful. In the Year 1/ 2 and 3/ 4 classes, there are occasions when pupils could be involved more in their own learning. The good curriculum is well planned, providing pupils with a wide variety of opportunities for enrichment. Pupils are very well cared for, with procedures for child protection and health and safety being very good. They receive good support and guidance. The very good partnership with parents, other schools and the local and wider community ensures that pupils' learning is well supported at home, that visits and visitors contribute very well to pupils' experiences and that teaching expertise is enhanced as a result of very effective support and training.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. The headteacher provides excellent leadership and is very ably supported by the deputy headteacher in taking effective action to maintain high standards and to avoid complacency. The school is managed very well with effective systems for evaluating the school's strengths and weaknesses and for managing staff performance. Governance is very good. Governors have a very good knowledge of the school. They check standards and rigorously evaluate progress towards meeting targets set for improvements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views of the school. They are particularly pleased that their children like the school, achieve well, behave sensibly and about the arrangements made for their children to settle into school. A few parents expressed concerns about bullying and the lack of information they receive about how well their children are getting on. Inspectors found that reports were of good quality and that parents had as many opportunities to discuss their children's progress with teachers as in most schools. No incidents of bullying or harassment were observed during the inspection and it was noted that relationships between pupils were very good. Pupils themselves reported that life in the playground was harmonious and that any problems were dealt with promptly. They responded very positively to a questionnaire, being particularly complimentary about how much they enjoyed the friendly atmosphere of the school, how good the teaching was and how much they enjoyed lessons.

IMPROVEMENTS NEEDED

While the school has no significant weaknesses, in order to improve standards and achievements even further, priority should be given to the following areas:

- Providing pupils with more opportunities to appreciate the richness and diversity of our multicultural society.
- Giving pupils in the Years 1/ 2 and 3/ 4 classes increased opportunities to become more actively involved in their own learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children presently in the reception class achieve very well and are likely to attain or exceed the goals set for them by the time they enter Year 1. Standards in Years 3 to 6 are well above average in information and communication technology (ICT). The achievements of all pupils are good in English, mathematics and science. In other subjects, in which it was possible to make a judgement, standards and achievement are often good and always at least satisfactory.

Main strengths and weaknesses

- Children in the reception year achieve very well.
- Standards in English, mathematics and science are above average.
- Pupils in Year 6 attain high standards in ICT.
- Pupils use their language, literacy and numeracy skills well to support their learning in many subjects.

Commentary

1. Those children currently in the reception year achieve very well. They are well in line to at least reach the targets set for them in those areas of their learning in which it was possible to make a secure judgement. Currently, children are making very good progress in their personal, social and emotional development and in their mathematical development. They are making good progress in speaking, listening, in reading and in their knowledge and understanding of the world around them.

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

Standards in:	School results	National results
reading	16.8 (17.3)	15.7 (15.8)
writing	15.6 (15.7)	14.6 (14.4)
mathematics	17.5 (18.4)	16.3 (16.5)

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

Note on comparative data. It should be noted that because the school has relatively small numbers of pupils in each year group, that the performance of individual pupils in national tests has a disproportionate effect upon average standards. As such year-on-year comparisons are unreliable as indicators of trends in performance.

2. The Year 2 test results, over the period 2000-2002, show that standards were well above average in reading, writing and mathematics. In 2003, standards remained well above average in mathematics and above average in reading and writing. Test results over the last few years indicate that all pupils achieve well during their years in reception, Year 1 and Year 2.

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

Standards in:	School results	National results
English	29.8 (28.9)	26.8 (27.0)
mathematics	30.6 (27.3)	26.8 (26.7)
science	31.0 (29.8)	28.6 (28.3)

3. The Year 6 test results were extremely good last year, with standards in mathematics being in the top five per cent in the country. Data also indicates that pupils in Year 6 performed considerably better in the national tests than pupils in similar schools and that they had made very good progress compared with their performance in tests when they were in Year 2.
4. Currently, in Year 2, standards are well above average in reading, writing, mathematics and science and pupils achieve well in those subjects. In other subjects, in which it was possible to make a judgement, standards are above expectations in history and in ICT and in line with expectations in religious education.
5. In Year 6, standards are above average in English, mathematics, science and history. Pupils attain well above expected standards in ICT and standards are in line with expectations in religious education. It was not possible to make a secure judgement about standards in other subjects. Because there is a higher proportion of pupils with special educational needs in the present Year 6, average standards are slightly lower than those reflected by the 2003 test results. However, pupils in Year 6 achieve well and if the targets set for them in the 2004 tests are reached they will have made good progress since Year 2.
6. All pupils are taught in mixed age classes, but because their work is well planned to match their needs, they achieve well throughout the school. Pupils of different abilities, including those with learning difficulties, those with physical impairment, the children of travelling families or those who are gifted and talented, achieve well because they are fully included in the school's curriculum and supported well in their learning. Data shows that many pupils with special educational needs attain at least the standards expected of them in the Year 6 national tests.
7. Pupils in Years 5 and 6 attain high standards and achieve very well in ICT because they are very well taught and are very keen on the subject. They have a wide range of skills and are very confident when using a wide range of media, including digital cameras, and when video conferencing with pupils from other schools.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their attendance and punctuality are **good**. Pupils' social, moral, spiritual and cultural development is **good**.

Main strengths and weaknesses

- Pupils show very good interest in learning, concentrate very well and are enthusiastic about their lessons.
- Their behaviour is very good in lessons, assemblies and around the school.
- Relationships between pupils and among pupils and adults are very good.
- Pupils are very willing to take responsibility. They are confident, highly articulate and very supportive of one another.
- Pupils show very good respect for one another's feelings and beliefs.
- The attendance rate is above the national average.

Commentary

8. Pupils enjoy school and all it has to offer. Children in the reception class settle quickly into school routines and interact very well with older pupils. Pupils have very good attitudes to learning and want to do well. They are highly articulate and keen to enter into discussion. They listen very well to the views of others, co-operate very well and are very trustworthy. All

pupils respond very well to teachers' high expectations of them and are confident, friendly and polite.

9. Behaviour is very good throughout the school in lessons, assemblies and playtimes. This reflects the views of those parents who responded to the questionnaire. Pupils know the school rules well, are very well aware of how they should behave and fully understand the difference between right and wrong. For example, in a Citizenship lesson on traffic speeds through the village, pupils showed themselves to have a good understanding of social justice and of how their actions can affect issues. No bullying or harassment was observed and pupils knew what to do if it should occur.
10. Pupils are very enterprising and respond very well to the many very good opportunities for taking responsibility. Relationships between pupils and adults and among the pupils themselves are very good. For example, in a Year 5/6 English lesson on developing journalistic style, relationships were mature and secure and this contributed very well to pupils' learning. Pupils are very keen to take part in school activities.
11. Attendance and punctuality are good. The staff monitor attendance effectively and are well supported by the Educational Welfare Service. There is very little unauthorised absence. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Asian or Asian British – Indian
Any other ethnic group

No of pupils on roll
100
1
1
1
3

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

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

12. The social and moral development of the pupils is very good. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. The school council makes a very good contribution to the life of the school. For example, the 'buddy' system, in which older pupils befriend younger ones, came into being at their suggestion. In addition, the school has received a local education authority Health and Safety Award as a direct result of the council's suggestions about playground safety. In discussions, pupils particularly liked the friendly atmosphere of the school and felt confident that they could ask for help at any time from any adult in the school. The staff are good role models, presenting a calm and thoughtful approach to life and the school and discussing issues with pupils during the school day. The personal, health, social and citizenship

education (PHSCE) programme makes a good contribution to pupils' moral and social development.

13. Provision for pupils' spiritual development is good and their cultural development is satisfactory. Pupils have good opportunities to reflect on their own beliefs and the beliefs of others through religious education and during collective worship. They show good self-knowledge in discussions. There are good links with the local church and pupils have visited a Hindu temple. Pupils have the opportunity to study their own community through the visits and activities provided for them. Whilst the school actively encourages pupils' understanding and appreciation of Western cultures, particularly art, there are too few opportunities for pupils to learn about the diversity of life in modern multicultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is consistently good throughout the school. The curriculum provides good enrichment. The quality of care, guidance and support is very good. The school's accommodation and resources support learning well. Very effective links with parents, other schools and the community contribute very well to pupils' achievements.

Teaching and learning

Overall the quality of teaching and learning is good. Some excellent teaching was observed in Year R /1 and Year 5 /6. The quality of teaching has improved since the time of the last inspection and the use of assessment is much better.

Main strengths and weaknesses

- Teachers use ICT extremely well to promote effective learning and to capture pupils' interest.
- By using a wide variety of teaching methods, teachers help pupils to learn effectively.
- The very good relationships in lessons contribute significantly to pupils' good achievements.
- The very good use of experienced and well-qualified teaching assistants ensures that all pupils are fully included in lessons and make good progress.
- Pupils could be more actively involved in their own learning in Years 2, 3 and 4.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	5	10	3	0	0	0

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

Example of outstanding practice

A significant strength in the quality of teaching is the excellent way in which the teachers use ICT to help pupils learn and interest them in their lessons. **This has been a direct result of very strong leadership and the excellent provision of training for the staff.** In all classes the introduction to lessons includes the use of smart boards or interactive white boards linked to a laptop computer. The objectives for the lessons and the way in which the lesson will be organised are clearly displayed so that the pupils know what they will learn and what they will do. When new concepts are introduced, teachers use computer programs to totally capture pupils' interest and to explain ideas extremely well, resulting in very good quality learning. In the very best examples, pupils interact with these programs to respond to questions and contribute ideas. As a result, pupils' standards and achievement often reach high levels and they use ICT very effectively to support their learning in a wide range of subjects and settle down to tasks with a real sense of purpose.

14. Teaching and learning are very good in the Year R/1 and Year 5 /6 classes. Lessons are well organised. Introductions always focus closely upon helping pupils to recall previous learning and upon the reasons why they will carry out the tasks planned for them. The Year 5/6 teacher's use of ICT is outstanding, resulting in pupils being extremely motivated to learn and very clear about what they have to do. In this class the teacher's very good knowledge of the preferred learning styles of the pupils enables him to vary the methods used to match the needs of the pupils very well. In the Year R/1 class the very good teaching is exemplified by most effective assessments. Because the adults who work in this class know the children so well, activities are matched extremely well to their individual needs. The very effective way in which the children are encouraged to reflect on what they have learnt contributes significantly to their very good progress.
15. The teaching assistants are deployed very effectively to support learning in all classes. In most cases, although not exclusively, their work is focussed upon helping less-able pupils to learn effectively. Pupils with learning difficulties or with physical impairment are enabled to be fully included in lessons and achieve well as a result of the well-planned support they receive.
16. Very good relationships exist between pupils and adults and amongst pupils. Adults' use of humour, their sympathetic approach to pupils experiencing difficulties and the obvious pleasure they take in pupils' achievements, ensure that lessons are conducted in a positive and purposeful atmosphere. As a result, pupils want to learn, take a pride in their achievements and behave very sensibly.
17. Whilst the quality of teaching and learning is good overall in the Year 1/ 2 and Year 3/4 classes, pupils are sometimes insufficiently involved in taking an active part in lessons. Teachers tend to take too much upon themselves and do not always involve pupils enough, for instance, in demonstrating what they know and can do or in identifying what they have learnt at the end of the lessons. As a result, there are occasions when a few pupils lose concentration, do not listen attentively enough or are not sufficiently aware of their own progress.
18. The quality of teachers' assessments is good. Pupils' work is marked thoroughly and often teachers' comments help them improve. In the Year 5/ 6 class particularly, all pupils' respond very positively to the teacher's written promptings and questions in their books and make notable progress as a result.

The curriculum

The quality of the curriculum is **good**. The quality of enrichment of the curriculum is good. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is planned well so that all pupils are fully included.
- The curriculum for the children in the foundation stage is very strong.
- The provision for personal, social and health education is good.
- Pupils with special educational needs are provided for well.
- More could be done to promote pupils' understanding of the cultural diversity in society.

Commentary

19. The school has made considerable improvements to the curriculum since the last inspection. The well-planned school day makes sure all pupils are fully included in all activities. English, mathematics and science are taught well in all classrooms and as a result standards have risen. Children in the foundation stage now have a very good beginning to their school life.

The curriculum for ICT is particularly good and promotes well above average standards for older pupils.

20. Particular groups of pupils, such as those with special educational needs and the more-able pupils, are identified quickly. Individual and group work is planned thoughtfully to meet these and other pupils' needs and their progress is monitored carefully. All pupils make good progress as a result. Although the curriculum is well planned more could be done to widen and deepen pupils' understanding of the cultural diversity within society throughout the school.
21. The school fully meets the requirement to teach pupils about sex and relationships and the dangers of the misuse of drugs within its well-planned PHSCE curriculum. Pupils' knowledge and understanding of these areas are effectively enhanced through lessons involving the school nurse and the school's liaison police officer.
22. Visits and visitors enrich the school day. Some come from the local community, others from much further afield. Pupils visit a good range of places of interest to see and experience things at first hand, including places such as Coalport Tile Museum, or Severn Valley Railway. Extra-curricular activities include sport, the French club and the Environmental Group, all of which are attended in good numbers by pupils who participate enthusiastically. Pupils have access to a limited range of musical and dramatic activities.
23. The provision for pupils with special educational needs is good and this is an improvement since the time of the last report. Teachers match work to the detailed individual education plans. Classroom assistants work effectively with individuals and small groups. All pupils make good progress as a result and many reach the average level by the time they leave the school.
24. The school has good accommodation and resources, which support teaching and learning well. Pupils have ample room in which to study and research. There are plenty of computers for them to use to support their learning and a good-sized hall and extensive outside play-areas. The school is immaculately clean and the quality of display is excellent. As a result, pupils are encouraged to take great care of their environment and to take a pride in presenting their work well. In all subjects and areas of learning the good quality and use of resources enhance the quality of lessons.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths

- The induction arrangements for children in the reception class are very good.
- There are very effective procedures for health and safety, child protection and first -aid.
- All adults know the pupils very well and provide very good levels of care.
- There are very good systems for monitoring pupils' academic standards and progress.
- Arrangements for monitoring pupils' personal development are very effective.
- The involvement of pupils in the school's work is very good.

Commentary

25. There are very good arrangements for children when they start school, which are enhanced by the very good relationships with the local pre-school. The arrangements include preliminary visits to the school by both children and parents and a video of a "day in the life of

the reception class” which is shown to and much appreciated by parents. These visits enable teachers to gather information about the children and, as a result, children settle in very quickly and make good progress. Throughout the school, pupils with special educational needs are provided for and supported well.

26. The school has good health and safety procedures. There is a designated person for child protection and for pupils in public care. These procedures are very effective. The staff are very aware of child protection issues and there are good guidelines and training for both teaching and non-teaching staff. The school nurse and the traveller support worker provide very good support. Links with local social services are satisfactory. Arrangements for the administration of first-aid and for monitoring pupils’ medical conditions are very good and all staff have received training. Emergency procedures are very thorough. Risk assessments are carried out regularly and the local education authority monitors an annual health and safety audit. Additional assessments are carried out for trips and visits.
27. There is a strong bond of trust between pupils and all adults who work in the school. All pupils who responded to the inspection questionnaire felt there was at least one adult to whom they could turn for advice. Adults know the pupils very well and monitor their personal development very effectively. Academic monitoring is used very well to inform pupils’ reports. Very good tracking systems are used to check on pupils’ progress and pupils understand what have to do to improve. Pupils’ views are sought consistently through circle time, assemblies and PHSCE. Pupils in their questionnaire felt confident that their views could be heard and acted upon- members of the school email their ideas to the School Council for their meetings each half-term, which are attended by governors. Video conferencing meetings are also held with other schools. The school council has received a Health and Safety Award for making the school grounds safer.

Partnership with parents, other schools and the community

The school’s links with parents are **very good**. Links with the community and with other schools are very good.

Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with very good information.
- Good links with the local pre-school and with other local schools provide many benefits for the pupils.
- The school has very good links with the local community.

Commentary

28. Parents and carers express very positive views on all aspects of the work of the school. Information provided for parents is very good. The school web-site gives good information about events as well as all newsletters. Details about the work pupils are to cover are provided every half-term and home/school books are used very well as a means of dialogue between school and home. Regular newsletters keep parents well informed of events and parents have great confidence in the school because teachers are always available for informal consultation at the end of the day. Written annual reports are good. They provide diagnostic and helpful information for parents on their children’s progress, set helpful targets and offer parents and pupils the opportunity to comment on how well pupils are getting on.
29. The good links with the local secondary school and the very good links with other local small primary schools have considerably enhanced the skills and expertise of teaching staff and contributed significantly to pupils’ quality of learning. Because very good links have been

made with the pre-school housed adjacent to the school children entering the reception year settle in very well.

30. Parents support the school very well through the Parent, Teacher Association, which runs a good range of social and fund-raising events to support the school. A very good number of parents help in school on a regular basis and many more with trips and visits.
31. The school is at the heart of the local community. As a result of the involvement of local business and services pupils personal, spiritual, moral, social and cultural development is enhanced. Pupils join in the annual tree-dressing ceremony, maypole dancing and crafts in the village. As part of the Schools for Health scheme, pupils have worked with local councillors, police and emergency services.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **very good**. The headteacher is an excellent leader. The deputy headteacher supports the headteacher most effectively and has been very influential in implementing outstanding practice in the use of ICT. The school is **very well managed** and governance is **very good**.

Main strengths and weaknesses

- The extremely clear vision of the headteacher.
- The leadership of the deputy headteacher.
- The quality and positive impact of staff training.
- The very effective work of the governing body.

Commentary

32. The headteacher has an extremely clear vision and constantly focuses her attention upon seeking ways to improve pupils' standards, achievements and their quality of education. She succeeds in this by rigorously monitoring the quality of teaching and learning, by providing opportunities for all the staff to improve their skills and confidence and by creating a very effective team. The headteacher has been very influential in co-leading an extremely active network of local schools, which has provided both mutual support for staff and high quality training. Improvements in teachers' skills and pupils' standards and the quality of resources in ICT, science and mathematics have resulted from this close co-operation.
33. The deputy headteacher has recently taken on a greater leadership role in the school as a result of the headteacher's part time secondment to the National College for School Leadership. The headteacher and deputy headteacher have worked very closely and successfully together to ensure that the school's leadership and management are maintained at a high level of efficiency. Governors and staff confirm that they have great confidence in the existing arrangements and evidence indicates that the school continues to be extremely well led.
34. The deputy headteacher has very effectively led initiatives, which have improved provision in ICT and mathematics throughout the school. There are examples of outstanding practice in the use of ICT in lessons as a result of his excellent leadership and of the teaching and support staffs' very positive response to it. The very good leadership and management of the foundation stage, English and mathematics are having a very positive impact on the quality of teaching and learning.
35. The school's very effective management structures mean that the leadership's strategic vision is successfully implemented. All the senior management team, together with governors, closely check the quality of teaching, pupils' standards and achievements and

personal development, in order to evaluate whether targets set for improvement are met. The rigour with which this is carried out has been a key factor in the high standards achieved and the very good improvements made since the last inspection, in standards and provision.

36. Governance is very effective. Governors are very aware of the strengths and weaknesses of the school because they visit classrooms, analyse test data and influence school improvement priorities. They constantly seek ways of improving the school's resources and accommodation, skilfully directing available funds towards key priorities for improvement and fully supporting the headteacher's involvement in local and national initiatives, having first carefully evaluated the likely resulting benefits for staff and pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	312980
Total expenditure	338240
Expenditure per pupil	2967

Balances (£)	
Balance from previous year	34338
Balance carried forward to the next	1381

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision is very good, representing excellent improvement since the last inspection of the school. Very good leadership and management, effective planning across the six areas of learning and very good teaching, with some excellent features, all combine to provide children with a good start to their education. They make very good progress. Induction procedures are good. There was insufficient evidence to make judgements about standards of physical or creative development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress in learning to get along with others, being confident to try new things and in managing their own learning.
- Excellent features of teaching encourage good attitudes to work.

Commentary

37. The school has good induction procedures for children and parents, which help children to settle into school quickly and happily. This was evident in the way that, although still in their first term, children already have very good relationships with all the adults working in the classroom and with each other. They enjoy coming to school and have a positive attitude towards learning. They learn more about other aspects of school life when they attend assemblies and have lunch and play with older pupils. In the classroom and outside, they work and play together in small groups, as well as alone. They take turns, help one another and behave sensibly. They clear up with little prompting.
38. Adults set clear expectations of behaviour and give constant praise and encouragement to reinforce these. They provide excellent and consistent role models for co-operation and a calm, diligent approach to work. An excellent feature of the consistently very good teaching is that children are regularly involved in planning some time for themselves. They discuss their options with an adult and make responsible decisions, which they later carry out. This challenges children to think for themselves and fosters competence and self-confidence. All children are on course to achieve or exceed the early learning goals in this area by the time they reach Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and other adults take every opportunity to develop children's language skills.
- Children have good opportunities to practise their speaking and listening skills.
- The organisation of the classroom and the wide range of activities planned for them provide children with many opportunities to develop reading and writing skills.

Commentary

39. Most children have started school this term with above average communication, language and literacy skills this year, although this is not always the case. Early indications are that most children will achieve the early learning goals in this area by the time they reach Year 1 and many are likely to achieve beyond these. Children are surrounded by lively reading from adults, with signs, notices, writing corners and role-play areas, all of which encourage the use of early literacy skills. The staff take every opportunity to initiate discussions to extend children's ideas and vocabulary is developed through the use of probing questions. For instance, the teacher joined the game in the 'Post Office', continually talking to the children and asking them questions so that they had to organise their thoughts and choose appropriate words to describe what they were doing. Examples of writing indicate that children are already writing their own name and correctly forming many letters. This is above average. They enjoy the many opportunities for writing offered around the classroom. There are many opportunities through the day when children can look at books for themselves. They 'read' familiar text to each other and enjoy the stories. There is a good emphasis on the recognition of sounds to help children to learn to read and the teacher carefully tracks individual progress in this. Teaching in this area is very good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Children enjoy working with numbers.
- They receive some excellent teaching, which sets high expectations and results in the children's very good progress.

Commentary

40. The children enjoy the many practical counting sessions and activities that involve number. Most recite numbers to 20 and recognise symbols up to 10. Nearly all count up to five objects correctly. Several children were observed using a computer program to successfully match coins to their values. Most children are on course to achieve or exceed the early learning goals in this area. Many already count in groups of ten, use mathematical language to describe what they are doing, and are beginning to understand that two numbers can combine to make a given third.
41. Teaching is very good with some excellent features. In particular, planned activities to teach a skill or concept cover a range of different learning styles. Children are encouraged to use all their senses so that, over time, they develop their own preferred technique. Children both *hear* the number of coins dropped into a pot, and physically *move* coins on the computer screen using the mouse. Excellent use is also made of interactive technology in the classroom. They see and can track groups of ten along a line as they count, and use the stylus to demonstrate to their friends how they calculated an answer. There are many appropriate, practical activities available in the classroom and outside, which help to prepare the way very well for future learning. There is a very good balance of direct teaching and choice of activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The range of interesting activities planned to promote learning.

- Effective use of questioning by all the staff to help children's understanding of the world about them.
- The need for more equipment in the outdoor play area.

Commentary

42. Children are working at levels expected for their age. There is a good range of interesting activities planned to stimulate children's curiosity and this now includes good use of a new outside play space: an improvement since the last inspection. This includes both hard and softer surfaces and a small garden, all safely fenced. The area has yet to be fully equipped so that, for example, children have yet to have appropriately sized tools for digging and sufficient wheeled toys to both play with and investigate the mechanics of such toys. Children make regular use of the computers and tape recorders in the classroom. They help each other use such equipment and demonstrate above average confidence and skills. Children know the difference between past and present relating this to their own lives. They are finding out about their school and where they live, matching photographs to places.
43. Teaching is very good, primarily because all the staff and adults constantly encourage children to investigate and enjoy learning. They are skilled in using carefully framed questions to help children organise their thoughts and extend the learning process. They patiently allow children to do things for themselves.

PHYSICAL DEVELOPMENT

It was not possible to observe any direct teaching in this area of learning and so make an overall judgement of provision and standards. Teachers' planning and classroom organisation indicates a good range of opportunities for children to develop well in this area of learning. Children use the main school hall for regular, formal physical education lessons and have access to a safe outdoor play area. The teacher organises good opportunities to develop manual dexterity through drawing, painting, modelling, construction toys and use of the mouse to control the computer cursor.

CREATIVE DEVELOPMENT

It was not possible to observe any direct teaching of this area of learning and so make an overall judgement. Evidence from displays in the classroom and about the school indicates that provision is very good. An excellent feature of all teaching in the foundation stage is the attention to the development of the senses and, together with their evident confidence, children are well placed to develop and express their own ideas. The role-play 'Post Office' and the puppet theatre were popular venues during the inspection. At the end of a mathematics session, the children sang number rhymes as they cleared away. Colourful artwork on display indicates a range of activities in two and three dimensions where children have successfully mixed colours, created textures, and used a variety of materials.

SUBJECTS IN KEY STAGES 1 and 2

English

The provision for English is **good**.

Main strengths and weaknesses

- The leadership and management are very good.
- Standards in English are above the national expectation.
- Teaching is consistently good.
- Pupils are very enthusiastic learners.
- ICT is used very effectively in teaching and learning.

- Assessments are used well to ensure good progress.
- Cross-curricular links are planned thoughtfully.

Commentary

44. The school has made very good improvements since the last inspection. Standards are now well above average in Year 2 and above average in Year 6. There are more pupils with special educational needs in the current Year 6 than in last year's class which explains why average standards do not quite match those reflected by the 2003 national test results. A higher proportion of the pupils reach Level 5 than pupils do in other schools nationally.
45. Pupils achieve well. Teachers raise standards progressively as pupils move through the school from the average level on admission. Pupils with special educational needs are identified early and make good progress and many reach the expected level by the time they leave the school. Other groups of pupils also make good progress because teachers and the senior staff use a range of assessments to effectively check pupils' understanding. More-able pupils are always given more challenging work in literacy lessons. Marking is used very well to monitor pupils' daily progress and to help them improve.
46. Standards in speaking and listening are above average at the end of Year 2 and Year 6. Pupils listen with concentration to the teacher and each other. They demonstrate, by their questions and answers, a good understanding of what is being said by the teacher and other pupils. Generally, teachers encourage all pupils to speak clearly and at length, to answer in sentences and to give reasons for their answers. However, on some occasions, in the Year 1/ 2 and Year 3/ 4 classes, teachers restrict pupils' opportunities to contribute by talking at too much length and providing too much information, rather than requiring pupils to think and respond themselves.
47. Pupils in Year 2 are well above average readers. They use a range of skills to successfully tackle unfamiliar words, confidently use an index and enjoy reading fiction. Parents hear their children read regularly which helps progress. Year 6 pupils show they have built on these skills further. By now they:
- Read increasingly difficult texts for information and understanding.
 - Scan and skim quickly before reading in detail.
 - Read a range of fiction, sometimes aloud.
 - Begin to read 'between the lines' so they read in more depth.
48. All of these skills were observed in a very good reading session when different groups of Year 6 pupils worked on different tasks. Teaching assistants skilfully help with group work in all literacy lessons and contribute well to the good achievements, especially of the less-able pupils.
48. Pupils write to a well above average level in Year 2. They organise their ideas in sequence. Most words are spelled correctly. Handwriting is well formed and neat. More-able pupils usually use apostrophes and inverted commas correctly. These different skills were observed in a lively and well-organised story writing lesson. In Year 6, pupils use paragraphs, more complex sentences and a range of punctuation accurately. They spell most irregular words correctly and their expressive vocabulary is developing well. They know about different forms of writing and adjust their own writing style accordingly. In an excellent Year 6 lesson to look at balanced and ethical reporting, pupils showed confidence in using all these skills. One pupil came up with the headline 'Water Graveyard', showing a very good combination of imagination and journalistic language.
49. The quality of teaching and learning is good. Teachers plan lessons in a clear and precise manner. Basic skills are always taught very well. Assessments of pupils' work are up to date and in depth. The quality of relationships between adults and pupils is excellent. Teaching assistants know exactly what to do and help groups skilfully. Resources are ready to hand and matched to pupils' ability for both reading and writing. All teachers use ICT in an excellent

way throughout the school. As a result of these good teaching skills, used consistently well in all classrooms, pupils:

- Learn enthusiastically whatever the task.
- Concentrate well when both working individually or in groups.
- Try hard to do their best.
- Know what they need to do to improve.

50. The co-ordinator is a strong and very effective leader. She has introduced well thought out and innovative changes in all areas of the subject. Consequently improvements since the last inspection in teaching, standards, achievement, independent learning and the use of ICT have been very good. She knows what is happening in the subject in all classrooms in great detail.

Language and literacy across the Curriculum

51. Opportunities for the use of language and literacy in the humanities, science and ICT are planned very well and contribute well to pupils' achievements in note taking and descriptive and comparative writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain good standards in national tests.
- The quality of leadership and management is very good
- ICT is used exceptionally well to help pupils understand concepts and to encourage their keen interest in the subject.

Commentary

52. Pupils in Year 2 have consistently attained well above average standards in the national tests over the last four years. Standards in the present Year 2 reflect this trend. Most pupils have a secure grasp of basic number, measure length and time accurately, organise data logically and use their very good reading skills to answer written problems correctly.

In Year 6, test results over the 2000-2003 period have always been at least average but often better. In 2003, standards were very high. Present standards in Year 6 are above average. Strengths in pupils' attainment are their accurate calculations, using the four rules of number, their ability to apply their knowledge to solve problems, their range of strategies to simplify their calculations and in their use of ICT to help organise data and to interpret information. Pupils with lower ability sometimes struggle with calculations involving decimals because they set them out incorrectly.

53. All pupils achieve well and are fully included in lessons and the mathematics curriculum. More-able pupils attain high standards because they are set tasks that make them think and interest them. Less-able pupils are consistently well supported in lessons, which enables them to keep up and to resolve any difficulties they have.

54. The quality of teaching and learning is good. Teachers' very effective use of ICT makes a very significant contribution to pupils' learning, achievements and motivation. Teachers used either smart boards or interactive white boards to very good effect in lessons in the Year 1 /2, Year 3/ 4 and Year 5/ 6 classes, significantly enhancing pupils' understanding of money, subtraction and of number patterns. Teachers also use assessment effectively to help pupils improve their work. The quality of marking and of assessment in the Year 5/ 6 class is

particularly good. Pupils are given challenging mathematical targets to achieve, invited to respond to comments made by the class teacher about their work and expected to demonstrate how they have improved their understanding, for example, of place value and of more complex mathematical vocabulary.

55. The quality of leadership and management is very good. The co-ordinator is extremely proactive in promoting high standards and achievement. Notably the very effective use by teachers of ICT throughout the school is a direct result of the excellent training and support provided by the co-ordinator. The rigorous evaluations of test data and of teaching and learning have ensured that provision in the subject continues to improve and that high standards are maintained. Provision has improved well since the last inspection.

Mathematics across the curriculum

56. Pupils apply their mathematical skills well to support their learning in other subjects. In particular, their good ability to measure and to organise data enhances their achievements in science, history, geography and design and technology lessons.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above average standards by the time they leave the school.
- There is a good focus on investigational science, so pupils understand the importance of scientific enquiry.
- The quality of teaching and learning is good and pupils learn well.
- Teaching assistants give effective support to pupils.
- The subject is well led and managed.
- Pupils' work is assessed and monitored carefully.

Commentary

57. Standards are well above average at the end of Year 2 and above average in Year 6. Average standards vary from year to year because of the small numbers in each year group. There are more pupils with special educational needs in Year 6 this year than in 2002, so standards are not as high as those reflected by the 2003 national test results. A higher than average proportion of pupils reach the higher level (Level 5) than in most schools. Pupils with special educational needs make good progress because of the effective support from teaching assistants. Many of these pupils reach the expected level because of this.
58. Pupils achieve well as a result of good teaching built around consistently good quality planning. The emphasis on scientific enquiry in all classes ensures that pupils become confident when planning and carrying out their investigations. This reflects the school's successful drive to improve this aspect of pupils' knowledge and understanding. Work is set at different ability levels in all lessons. Pupils' work is monitored carefully so that the teachers know precisely how each pupil is progressing. Good quality marking of work is an important part of this and provides pupils with a good knowledge of what they need to improve and their areas of strength.
59. Pupils attain well above average standards by Year 2. Most pupils enter school with an average understanding of the world around them. The very good teaching in the reception class gives them a very good foundation for their scientific knowledge. This is built on well so that by Year 2, pupils:

- Predict confidently what will happen in an investigation.
 - Understand what a fair test is and begin to organise it.
 - Give good explanations, using scientific language.
 - Write about their experiments at some length.
60. By the time they leave the school pupils are confident scientists. They reach an above average standard in all aspects of the subject. Investigative science is a strength of the school. For example, they organise and conduct an experiment to decide 'Do objects weigh the same in air and water?' Pupils often use tables of results and line graphs to represent their findings. They use ICT very confidently in their learning. This was observed in a lively Year 6 lesson when pupils researched information about the moon and its orbit.
61. Teachers are very confident in their approach to science. Lessons observed were of good or very good quality. Resources were to hand and teachers' plans were good. Explanations were clear so groups of pupils knew what they had to do. Learning assistants support groups well. All staff ask questions to make pupils think. Relationships are warm. As a result of these good teaching skills, pupils are very keen to learn, to add to their knowledge and to work harmoniously in small groups. However, in a few lessons teachers talk for too long, limiting the opportunities for pupils to express their ideas.
62. The co-ordinator leads the subject effectively. She works closely with a group of nearby schools to remain up to date and to bring new ideas to the staff. Because she analyses test results, the teachers' plans and pupils' work she has a good grasp of what is taught in classrooms and of individual pupils' progress. As a result of the leadership and management, all issues for improvement in the last report have been successfully addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **very good**. This represents an excellent improvement since the school was last inspected. During the inspection no discrete ICT lessons were observed. However, much evidence of work carried out by pupils in support of other subjects was seen and judgements could be made from this.

Main strengths and weaknesses

- Pupils have very positive attitudes to their learning.
- Information and communication technology is taught extremely well as a skill to aid work in other subjects.
- Excellent and inspirational leadership identifies appropriate priorities for improvement and encourages teachers, whose skills are rapidly improving, to make very effective use of ICT in the classroom. Developments in the subject are well managed.

Commentary

63. The excellent improvements made since the previous inspection are due in part to the vision and expertise of the co-ordinator for the subject. The partnership with the local education authority has also brought benefits to this small village school via its Intranet system. Video conferencing, sharing of good practice and good value for money programs are available through this initiative. All have a very positive impact on pupils' very good attitudes to, and interest in, the subject. By the end of Year 2 standards are above expected levels. Pupils make purposeful use of ICT, and have learned a range of basic skills. In Year 6, standards are well above those expected. Pupils have a very good and wide range of computer skills at their fingertips and make use of them effectively in many subjects. They work with spreadsheets, graphs, control programs, video recording and conferencing, and use programs, to enhance and refine the appearance of their work. Internet and e-mail facilities

are used competently for research and communication. There is a thorough but practical assessment system in place, covering all the strands of study, so that the teachers know where further help or challenge is needed.

64. Exemplary leadership of the subject throughout the school has been sensitive to the pace of change needed because of differing levels of expertise and confidence amongst the staff. It is the school's intention that full use is made of interactive technology as a teaching tool and it is here that teachers excel. They all use smart or interactive whiteboards in their classrooms, allowing them to clearly demonstrate the structure of lessons and learning intentions to pupils. Time is used effectively because all charts and diagrams are produced at the touch of a button, sometimes reminding pupils of prior learning or where new learning is leading. For the most part teachers can show rather than tell. Interactive technology is used right from the start to innovatively increase the range of multi-sensory activities for the youngest children. Older pupils sensibly discuss how technology aids their investigative science, mathematics and literacy studies. In a literacy lesson, for example, pupils' planning was linked to the 'bigger picture' on the classroom board so that all could see how their group task made a contribution to the whole, while the teacher could indicate what needed to be tackled next. In another lesson, the use of still frames from a video, made earlier by the pupils, helped them to stay focused on the elements of a debate about road safety. Information and communication technology is also used to enhance the partnership with parents. General communication, as well as specific examples of targets and homework, is all readily available, as is a video of a typical day in school. This is valuable for parents new to the school. Such initiatives are technically possible because of expertise offered by the local education authority. Pupils have enthusiastically embraced the new technology and their attitudes to learning are very good as a consequence.

Information and communication technology across the curriculum

65. Information and communication technology is an integral part of teaching and learning. It is used to very good effect to aid pupils' work, particularly in science, mathematics and literacy. Currently, some opportunities are missed in art and music to use computer software for composition

HUMANITIES

No **geography** lessons were observed so it is not possible to make a secure judgement about provision. From displays and pupils' work analysed, discussion with staff and pupils and from analysing teachers' plans it is possible to say that the National Curriculum is fully taught, and that pupils have a secure knowledge of aspects of physical and economic geography. Younger pupils for instance, know that there are four seasons and which months of the year correspond with which season. They have some understanding of the different uses of land in their own locality. Older pupils identify, on well-drawn and labelled maps, where the world's main deserts are and effectively link their understanding of irrigation methods with their learning about Ancient Egypt.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils have a good understanding of the differences between the present and the past.
- Teachers use interesting methods to make pupils aware of historical events and famous people.
- Pupils use their writing skills well to illustrate their knowledge and understanding of history.

Commentary

66. Standards throughout the school are above average and have improved since the last inspection. Pupils have a clear understanding of how different things were in the past compared with today. For instance, pupils in Year 2 understand, through studying the lives of famous people such as Grace Darling and Florence Nightingale, that conditions at sea and in hospitals were vastly different in the 19th Century to those found now. Year 6 pupils realise that despite the sophistication of some of the ideas and institutions of the Ancient Greeks, attitudes towards women and religion were very different to those currently prevailing in their own society.
67. All pupils achieve well and the quality of teaching and learning is good. A significant factor in the good achievements of less able pupils, including those with special educational needs, is the support they receive from teaching assistants. Another positive feature of teaching, which contributes well to pupils' good standards and achievements, is the interesting way in which lessons are delivered. Teachers use ICT very well, both to introduce lessons and to help pupils find information. They effectively use the school's very good links with the community, for instance, by inviting a nurse into school to answer Year 2 pupils' questions about present nursing practice, in order to compare them with those in the time of Florence Nightingale.
68. Pupils' achievements in the subject are further enhanced by the quality and breadth of their writing. They express their knowledge and understanding of Ancient Greece, Egypt and famous people and historical events very well by using a variety of styles. Their particularly effective use of diary and letter writing demonstrates their empathy with wounded soldiers or of children in other eras and their succinct note taking enables them to identify important events from history.
69. The good leadership and management of the subject are reflected in the above average standards attained and pupils' good achievements. The co-ordinator makes sure that teachers have good quality resources to support their teaching and checks that the history curriculum is effectively taught.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Learning makes an effective contribution to pupils' spiritual, moral and social development.

Commentary

70. Standards are in line with expectations and the school meets its statutory responsibility to teach all pupils, including children in the reception year, the locally agreed syllabus. Much of the work revolves around discussion, particularly in the foundation stage and Years 1 and 2. Pupils achieve satisfactorily.
71. The quality of teaching and learning is satisfactory overall. Teachers make pupils aware of the main principles and festivals of Christianity and ensure that suitable comparisons are made between these and other major faiths. In an effective lesson observed, pupils in Years 5 and 6 explored the meaning of Christmas. Their mature discussion and positive attitudes and values provided evidence of their good spiritual, moral and social development.
72. The curriculum is enriched by the involvement of the local vicar in whole-school assemblies and by him inviting individual classes to visit the church to take part in acting out ceremonies such as Baptism. During such visits, pupils also learn about symbols that are significant to

Christmas. Such enrichment contributes well to pupils' spiritual development. Because class teachers are free to decide how and when they will teach the curriculum, it means that there are blocks of time, for instance, in the Year 5/ 6 class, when the subject is not taught for several weeks in succession. Such practice makes it difficult for pupils to systematically build on the previous studies.

73. The quality of leadership and management is satisfactory. The co-ordinator is well informed and is working successfully to implement a new teaching programme throughout the school. Because the subject has not been a priority for development there have been limited opportunities for the co-ordinator to check on the quality of pupils' work or the way in which the curriculum is taught.

CREATIVE, AETHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Inspectors saw insufficient **art and design, design and technology, physical education and music** lessons to make reliable judgements on provision in these subjects.

The pupils' work in **art and design** displayed throughout the school and in classrooms indicates that standards are above those expected nationally. The school has recently participated in a project with other local schools and this has provided some fine examples of cross-curricular links, and work of a very good standard. Using a famous work of art as a starting point, pupils developed new ideas in two and three-dimensional work. Pupils in Years 5 and 6 produced some particularly good colour mixing derived from a scene by Canaletto, while some portraiture and Giacometti-style sculptures grew from some ideas generated by a portrait by Hans Holbein the Younger. Very good displays are a feature of the school. They greatly enhance the learning environment and celebrate pupils' achievements. The school has yet to fully exploit the creative possibilities afforded by ICT, and the work of non-Western artists appears to be given insufficient attention.

In **design and technology**, evidence from sampling some of the pupils' recent work shows that standards are above the national expectations in both designing and making in Years 2 and 6. Pupils in Year 2 make clear realistic plans about what they will make, label the sketches and list the materials that they will use. Pupils in Year 6 make good quality models based upon detailed plans and use a wide range of different materials. These have included musical instruments and vehicles, which incorporate a controllable device. The finish they achieve on these models is good. The co-ordinator leads the subject well and has brought about good improvements since the last inspection. These include better planning of work, improved resources and a subsequent rise in standards.

In **music**, pupils were only observed in Years 2 and 5, although the whole school was heard singing well in assemblies. Lessons observed featured composing skills and pupils approached their tasks enthusiastically. Teaching was of satisfactory quality, building on the skills and knowledge of prior learning. Performing opportunities were afforded to both groups of pupils although neither teacher recorded pupils' efforts in order that they could appraise their efforts on another occasion. The school has yet to make links between this subject and ICT.

In **physical education** no lessons were observed. However, a gymnastics club attracted around 20 Years 2,3 and 4 pupils and the instructor reported that a similar club, run for Years 5 and 6 pupils, attracted a similar number. Teachers' plans indicate that the full National Curriculum is taught, to include swimming and photographic evidence showed that older pupils participate in activities such as canoeing, abseiling and orienteering when they go on the biennial residential visit. Other clubs are run during the school year, which include rugby and football. Pupils report that few, if any, matches are organised against other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It is not possible to make a secure judgement about provision in this area as no lessons were observed. However, PSHE and citizenship is planned into a well-constructed whole school scheme, and is taught both through discrete subject lessons and through other subjects. For example, when planning some science topics very good links are made with the health education curriculum. The positive care and guidance by teachers and teaching assistants contributes very well to pupils' welfare and personal growth. All are very good role models. Pupils have a very positive attitude to school life as a result.

This maturity is reflected in the very good work of the school council. It meets regularly as part of the school's decision-making process and influences the governors and teaching staff through its ideas and recommendations. Information and communication technology is used very effectively by the school council in video conferencing and in sending e-mails to other schools and organisations. Visitors add to pupils understanding of citizenship. The police help with the drugs awareness programme and the school nurse supports well with sex and relationships education. The development of the wildlife area gives pupils a further very good understanding of how people work together to improve the world around them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).