

INSPECTION REPORT

ST PAUL'S C of E PRIMARY SCHOOL

Huddlesden

Darwen

LEA area: Blackburn

Unique reference number: 119455

Associate Headteacher: Mrs B. Bickerton

Lead inspector: Mr R Burgess

Dates of inspection: 13th – 16th October 2003

Inspection number: 256453

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: Voluntary Aided
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 143

School address: Bayne Street
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Appropriate authority: Governing body
Name of chair of governors: Mr K. Young

Date of previous inspection: 18TH May 1998

CHARACTERISTICS OF THE SCHOOL

St Paul's CE Primary School is situated in the village of Hoddlesden to the south of Darwen in the Blackburn district of East Lancashire. It is smaller than most schools, with 143 pupils on roll, aged between four and eleven years. The school serves the immediate small rural community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. The school admits children at the beginning of the school year after their fourth birthday. Pupils' attainment on entry is average, although a wide range of attainment is evident and there have been very wide fluctuations between different year groups over recent years. The majority of pupils are from white ethnic backgrounds. There are three pupils with English as an additional language. Fifteen per cent of pupils have special educational needs, which is broadly average. This is a significant increase since the last inspection. Two children have a Statement of Special Educational Need, which is broadly average. The proportion of pupils in receipt of free school meals is below average. Evidence available indicates there are some parents who would be eligible but do not apply. Since the last inspection in 1998 there have been a significant number of staff changes including three changes of headteacher and two changes of deputy.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R. Burgess	Lead inspector	Foundation Stage Science Geography History
9348	M. Le Mage	Lay inspector	
25203	R. Cooke	Team inspector	English Art and design Design and technology
1678	D. Peckett	Team inspector	Mathematics Information and communication technology Music Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	10
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Paul's is now providing a good quality of education following a very difficult period since the last inspection in 1998. The excellent vision of the governing body has been fundamental in moving the school forward and improving the standards and learning in the school. Together with the acting headteacher, who has recently been appointed to take up the post full time, they have rightly identified the need to build on the progress made and improve standards through further improvements in the consistency and quality of teaching. Progress has been affected by the high number of staffing changes since the last inspection. This has affected continuity of provision for learning. The school is now giving good value for money.

The school's main strengths and weaknesses are:

- Leadership and clarity of vision of the headteacher are contributing to raising standards.
- Improvements to accommodation are having a very positive impact on learning.
- The quality of teaching in reception and Years 1 and 2 is now very good.
- The provision for children in reception is very good.
- There is very good provision for pupil's personal development and very good care for pupils
- The school recognises the need to raise standards further, particularly in English.
- There is insufficient opportunity to develop and use skills of literacy and numeracy in the different subjects of the curriculum.
- The use of worksheets particularly in Years 3 to 6 is not providing appropriate learning opportunities for all pupils.
- Assessment information is not used to best effect in planning for the needs of the full range of different abilities within each class.

The school has made very good improvement since the previous inspection. This has been driven by the governing body and new staff appointed since the last inspection, together with support from the local authority. Issues from the previous inspection have been addressed most effectively. Significant improvements have taken place in the leadership and management of the school. There have been very good improvements in provision for pupil's personal development and in the accommodation, which have contributed to the overall very good improvement. The current team of staff and governors are working together with a determination to raise standards of attainment and the quality of provision.

STANDARDS ACHIEVED

Year 6 results

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

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

E* indicates the results are in the lowest five per cent nationally. These results reflect the changing intake of the school with significant numbers of pupils moving to and from the school in the period since the last inspection.

Achievement in the lessons seen was good overall. It was consistently good through reception, Year 1 and Year 2; it was less consistent for older pupils but always satisfactory or better reflecting the improvements in teaching resulting from recent staff appointments. Standards seen during the inspection in mathematics were very good for pupils in Year 2 and satisfactory in Year 6. They were satisfactory in all other subjects for pupils in Years 2 and 6 except English and information and communication technology (ICT), where standards were satisfactory for pupils in Year 2 and unsatisfactory for pupils in Year 6. These standards reflect the turbulence in staffing, particularly for pupils now in Years 5 and 6 and the significant variations in attainment of children when they started school and the lack of adequate provision for ICT prior to the completion of the new suite in June 2003. **Pupils' personal development is good. The provision for their spiritual moral, social and cultural development is very good.** Attitudes and behaviour are good and improving. Pupils behave well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is satisfactory but not as good as it might be due to the number of pupils taking holidays in term time.

QUALITY OF EDUCATION

The quality of education is good. This is the result of rapid improvement achieved because of better management. **The quality of teaching is good overall.** It is very good in reception and Years 1 and 2 and good in Years 3 to 6. This improvement in teaching is contributing to the very good learning in reception and Key Stage 1 and the improving standards being achieved by pupils in Key Stage 2. The curriculum provision is very good for reception children and satisfactory elsewhere in the school. There are too few opportunities for developing literacy and numeracy skills across the curriculum. In some lessons, particularly science, there has been an over-reliance on worksheets which has reduced the opportunity for pupils to learn for themselves. The development of the curriculum has been affected by the many staff changes which have taken place in recent years. Improvements to the accommodation mean that classrooms are no longer a thoroughfare and so conditions for learning are better. The establishment of a stable staff has enabled the school to begin to implement its good plans for the development of provision throughout the school and in particular in literacy and ICT, with direct benefits from the newly completed library and computer suite.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The excellent vision and commitment to raising standards and the quality of provision by the governing body have been instrumental in achieving the rapid improvement which has taken place since 2000. The recently appointed headteacher has a very clear vision and rapidly has identified areas for improvement. In the five weeks she has been in post she has established a strong ethos and team spirit which are giving staff a sense of unity and purpose in all that they do. This is clearly having a beneficial impact that is recognised by both parents and pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The views expressed by parents are very positive. At the meeting before the inspection their only concern was sustaining the improvements since the last inspection following the departure of the headteacher in July 2003. By the time of the inspection the acting headteacher had been appointed permanently and discussions with parents indicated that they were very pleased and reassured by this appointment. Pupils like their school and feel their views are heard and acted upon.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are, as recognised in the school improvement plan:

- Raise standards further, particularly in spelling and writing in English.

- Identify and develop opportunities to develop and use skills of literacy and numeracy in the different subjects of the curriculum.
- Ensure effective and appropriate use of worksheets, particularly in Key Stage 2
- Ensure assessment information is used to best effect in planning for the needs of the full range of different abilities within each class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils aged five to seven make good progress compared to their achievements when they start school and standards are now satisfactory. Overall progress for pupils aged seven to eleven is satisfactory and standards in mathematics and science are average; in English standards are below average.

Main strengths and weaknesses

- By the age of seven most pupils achieve well above the expectations in mathematics.
- Pupils in Years 3 to 6 do well in reading but in English overall pupils are not doing as well as they could, particularly in writing and spelling.
- Standards in the ICT are currently below average but are rising rapidly.
- Pupils' skills of reading and writing their mathematical and ICT skills are not used effectively to support work in other subjects.
- By the age of eleven higher attaining pupils do well in mathematics and science but with better use of assessment information the lower attaining pupils could do better.

Commentary

1. The recent period of instability has had an impact on both standards and achievement. There was also an increase in the number of pupils who have special educational needs. The number of pupils in each age group is small so the variation of results is more noticeable. However, the standards are now rising in the Reception and Years 1 and 2 and compare favourably with schools where there is a similar number of pupils receiving free school meals, particularly in reading and mathematics. The school's trend in standards for the end of Year 6 tests has kept pace with the rise in the national trend with the average point scores for English, mathematics and science showing an improvement in 2002.
2. Children achieve well in the reception class. Assessments of children's learning when they started school in September 2003 show they are at a similar stage of development to most children of their age. In previous years data indicates most children were below levels expected for their age.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Satisfactory
Communication, language and literacy	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	13.4 (14.4)	15.8 (15.7)
Writing	13.3 (13.2)	14.4 (14.3)
Mathematics	13.9 (13.9)	16.5 (16.2)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.3 (24.0)	27.00 (27.0)
Mathematics	25.3 (24.2)	26.70 (26.60)
Science	27.3 (25.0)	28.30 (28.42)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

- Standards in mathematics are well above average in Year 2 and average by the end of Year 6. Pupils in Year 2 demonstrate an understanding of number that is well above average for their age. Pupils throughout the school use their knowledge and understanding of number to calculate accurately and solve problems but many of the older pupils find the division of numbers more difficult. Even though pupils are competent in manipulating numbers there are too few chances to use these skills in other subjects such as science and design and technology. Average and above average attaining pupils make satisfactory progress. However, lower attaining pupils could do better given the correct level of challenge. Although mathematics lessons are organised so that groups of pupils of similar attainment work together, the assessment information gathered on pupils' performance is not always used to set work that meets their needs.
- Standards in English are average by the end of Year 2 but overall standards are rising with a good number of higher attaining pupils in reading and writing. Pupils by Year 6 are competent readers and have the skills to work out new words. However, these skills are not always used to best effect to support their work in other subjects. This is also a weakness evident in writing where pupils have too few chances to write imaginatively or produce longer pieces of work; this leads to the higher attaining pupils not doing as well as they could. Pupils with special educational needs have good support in English lessons and this ensures that they achieve well in reading and writing.
- In subjects such as science, history and geography, standards are average overall. There is, however, a reliance on too many worksheets and this leads to the higher attaining pupils being restricted in using their writing skills to express their ideas in their own ways. The pupils do not have enough opportunities to try things out for themselves and develop a wider range of writing skills for the different subjects.
- Standards in all other subjects are in line with expectations for pupils in Year 2 and 6 and pupils do as well as expected. In music, standards are good. In ICT standards are below expectations but rapidly improving because of the new resources and the teachers' subject knowledge.

Pupils' attitudes, values and other personal qualities

The personal development of pupils, including their spiritual, moral, social and cultural development, is very good throughout the school. Punctuality of pupils at school is very good, although attendance is only satisfactory. Pupils' attitudes to school are good and their behaviour is very good throughout the school.

Main strengths and weaknesses

- The new monitoring procedures to understand and then improve levels of attendance are very good.
- The personal development of pupils and the commitment of older pupils to use their developing skills for the benefit of others are strengths of the school.

Commentary

- Attendance at the school is only satisfactory across all age groups although pupils say that they really enjoy school and parents reinforce this view. In order to explain this apparent anomaly, the headteacher has introduced a range of procedures to both explain and improve the situation. Not only does the school now follow up unexplained absence on the first day, parents are also contacted if a pupil has a number of absences in a given time. This gives early warning of any potential patterns of non-attendance developing. The incidence of pupils taking holidays in term time is also being closely monitored.
- The personal development of pupils is a high priority across the school and underpins all activities throughout the school day. As a result of this pupils develop a clear awareness of what is acceptable behaviour and conform to the high standards set by all adults in the school. They accept responsibility for tasks allocated to them, such as class monitors and looking for praiseworthy behaviour from their peers. Pupils show pleasure in the achievements of other pupils in their class and are always polite to each other and adults, including visitors. Older pupils, who have been on the residential experience at the beginning of Year 6, have decided to use their new-found personal skills for the benefit of all and are now involved in helping younger pupils to play at lunchtime. Throughout the school, pupils are encouraged and supported to understand themselves, even recognising and understanding different styles of learning. They respect that everyone is different and this understanding and appreciation is being further developed by close links with schools with very different populations from St. Paul's.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	0.2
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

Categories used in the Annual School Census
White – British
Asian or Asian British – Indian
Chinese
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
119	3	0
1	0	0
2	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is good and improving. Teaching and learning are good overall. Assessment is very good in reception, good in Years 1 and 2 and satisfactory in Years 3 to 6. The curriculum is very good in reception and satisfactory in Years 1 to 6. The care and support given to pupils is very good.

Teaching and learning

Teaching and learning are very good in reception and Years 1 and 2, and good in Years 3 to 6.

Main strengths and weaknesses

- Relationships are very good and expectations are nearly always high.
- Teaching is very good in reception and Years 1 and 2.
- Teachers' knowledge, understanding and confidence in using the school's hardware and software could be developed to make much better use of ICT in lessons and, therefore, raise standards.
- Not all teachers make sufficient use of assessment when planning lessons.
- There is insufficient planning to make learning more relevant and interesting by exploiting meaningful links between subjects.
- Classroom assistants are a valued and valuable part of the teaching team.

Commentary

9. Teaching is very good in reception and Years 1 and 2, and good in Years 3 to 6. In reception and Years 1 and 2, learning is very good, not only in acquiring knowledge and skills, but particularly in personal development. Pupils with special educational needs make good progress against the targets set for them in their individual education plans because teaching and support are very effective.
10. There are many strengths in the teaching but the main ones are teachers' very good relationships with their pupils, high expectations and good subject knowledge. In the very best examples, lessons are taught at a very brisk pace with infectious enthusiasm so that pupils are very keen to join in, answering questions and giving suggestions confidently. In these lessons, pupils work at a good rate and learn a great deal.
11. In reception and Years 1 and 2, teachers use their good subject knowledge well. Planning is effective in identifying what classroom assistants will do in lessons. Teachers state what it is they expect pupils to learn in the lesson and share this with them. Marking is good overall. In the very best examples, pupils are told how they have got on and what they need to do next, and personal targets for improvement receive comment. Where marking is less helpful, targets are not referred to and comments are not made as to how to improve. Homework is always marked. It is used very well in a variety of subjects and extends pupils' knowledge or provides opportunities to practise reading. Very good habits are firmly established in reception when children take a library book home to share with their family. These habits are continued through the school, with many older pupils reading a great deal by themselves.
12. Very good teaching of basic skills in the reception class sets solid foundations for future learning. In Years 3 to 6, an area for improvement, rather than a weakness, is that teachers are tending to follow the National Literacy and Numeracy Strategies without giving consideration to being more flexible and assessing whether they could cover some teaching objectives in and through subjects such as history, geography and science. Following the completion of the ICT suite in June 2003 the school recognises the need to develop teachers' knowledge and expertise, to identify ways in which skills can be developed and applied throughout the curriculum, and to raise standards of attainment.

13. In most cases, teachers' planning identifies how assistants are to be deployed and pupils' learning is enhanced as a result. In the reception class particularly skilled assistants make a significant contribution to the rapid progress made. The support given to pupils with behavioural difficulties is also very good and ensures the individual pupils can learn effectively and that they do not impede the learning of others. In a small number of lessons assessment information could be used more effectively to ensure provision is appropriate for the full range of abilities, in particular lower attaining pupils.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13 (39%)	13 (39%)	6 (18%)	1(3%)	0	0

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

The curriculum

Overall the curriculum is satisfactory. The curriculum for children in the reception class is very good. There is good provision for pupils with special educational needs.

Main strengths and weaknesses

- There is very good provision for reception children.
- Provision for pupils with special educational needs is good.
- A good range of extra-curricular activities enhances learning.
- There is very good equality of access and opportunity.
- There are insufficient links between subjects for the development of skills in literacy, numeracy and ICT.
- Use of the school's hard and software is at an early stage of development.

Commentary

14. The curriculum for children in the reception class is planned exceptionally well to meet the expected standards for children at this stage of education. The very wide range of first hand experiences for these children ensures very good opportunities are provided in all areas of learning. Very effective use is made of the outside play areas. The teacher and nursery nurse work very closely to plan and develop stimulating activities for the children. The curriculum provided in reception makes a smooth transition into Year 1.
15. Throughout the school, opportunities for developing literacy, numeracy and ICT skills in the different subjects of the curriculum are not identified. As a result, opportunities pupils have for developing these skills are limited. Cross-curricular links between subjects have been identified as an area for development by the recently appointed headteacher. The use of ICT has also rightly been identified as a focus for development in order to ensure all pupils acquire the skills expected for their age and are capable of using them in appropriate situations.
16. Central to the school's ethos is the very good provision of equal opportunities for all pupils to learn and make progress. All pupils have equal access to the curriculum and pupils with special educational needs receive good support to aid their learning. Provision for pupils with special educational needs is good; they are well integrated into the school's caring environment. Individual education plans are prepared and used most effectively to help pupils make maximum progress. Pupils are supported through the provision of work matched to their abilities and support from proficient learning support assistants.

17. The good provision of extra-curricular activities strongly enhances the curriculum. These include a residential visit when older pupils have the opportunity to participate in adventure activities. Links with the community also make a good contribution to pupils' education. There are good links with other local schools.
18. Visits pupils make within the local community help them to understand how society functions. In much the same way, discussions in subjects, such as English and geography about social and environmental matters, provide pupils with insights into wider issues such as pollution and land use and who takes responsibility for decisions. Pupils indicate that they find the curriculum interesting and enjoy the work that they do

Care, guidance and support

The school provides **good** support, advice and guidance for its pupils, based on the monitoring of their achievements and personal development. It meets a very high standard in the care, welfare, health and safety of its pupils. The school is beginning to seek the views of pupils and act on them through the work of the school council.

Main strengths and weaknesses

- The school rigorously addresses all perceived areas of risk to pupils and adults at the school and ensures that all statutory checks are undertaken.
- The quality of relationships between adults and pupils is very good, adding to the pupils' sense of security.
- The welfare staff who are responsible for children at lunchtime do not have a staff handbook encompassing all relevant school policies and have had no recent child protection training.

Commentary

19. The school ensures that all statutory checks are undertaken, and where possible, involves external agencies to provide additional checks. The school is rigorous in its assessment of risk, to the extent that one class teacher completed three risk assessments for activities undertaken during the course of the inspection. School staff now all wear a very clearly identifiable uniform so that pupils, especially the very young ones, can instantly identify strangers who may be in the vicinity.
20. Throughout the school pupils are almost unanimous in saying there is at least one adult in the school in whom they feel they can confide. This is a clear indication of the very good relationships evident between pupils and adults throughout the school. Pupils feel very secure and this shows in lessons where they are always willing to contribute ideas. Teachers show great skill in taking pupils' ideas, and even when they are not the expected, they find some way of taking the answer and building on it to make the contribution valid. This contributes to the pupils' feelings of self-worth and ensures that they continue to contribute in the classroom.
21. Pupils are well supervised and cared for at lunchtime. However, the standard of care largely relies on the informal flow of information between the welfare assistants and other school staff. It is not underpinned by a staff handbook bringing together all elements of school information which are particularly relevant to the welfare staff. In the area of child protection, where although staff have an awareness of the procedures, there is an urgent need to acquaint them with the school policy in this area.

Partnership with parents, other schools and the community

The school has established **good** links with parents, other schools and the local community.

Main strengths and weaknesses

- The quality of information for parents about the school is very good.
- Reports about pupil progress, although good, do not place pupils' achievements in any context.
- The links the school is developing with a range of other schools are very good.

Commentary

22. The school prospectus is very attractive and informative. It conveys the feeling of a vibrant, purposeful school. The letters of welcome from pupils already at the school underline the message that this is a school about children. Regular newsletters inform parents of all day-to-day happenings and there are good quality class newsletters which give parents information about what their children are going to be taught. This information is sufficient to enable parents to be involved in their children's learning. In addition, they are informed about what homework will be set and expectations for its completion. Class teachers encourage parents to enter into a dialogue about any difficulties pupils have experienced with homework.
23. Annual reports about pupil progress are very clear and informative and usually contain clear statements, especially in mathematics, English and science, about the progress the pupil has made. However, they do not place the pupil's achievements in a national context.
24. The school already has established links with two local primary schools which have very different populations from St Paul's. There are plans to develop these links further and to foster links with a third primary school, which again will enable pupils at St Paul's to experience a different community of children living nearby. Pupils at St Paul's have very good opportunities to experience the diversity of children's lives in Britain today.

LEADERSHIP AND MANAGEMENT

The school governance and management are very good because of the excellent work of the governing body in steering the school through a turbulent period of staff changes and variations in pupil intake following the last inspection. Leadership of the recently appointed headteacher is very good because of the clear vision and sense of purpose she has established.

Main strengths and weaknesses

- Very clear vision and leadership of headteacher.
- Very committed and effective governing body.
- Inspirational leadership by chair of governors.
- Very good financial management.
- Very clear view by management of the school's strengths and weaknesses.
- Very good leadership in some subject areas.
- Several staff are new to their roles and are at an early stage of developing strategies for monitoring and evaluating the work in their subject areas.

Commentary

25. During the last five years the governing body has played a very significant role in shaping the vision and direction of the school. A very effective team has played a leading role in developing a leadership and management structure despite a number of changes of headteacher, deputy and other staff. The governing body has clear priorities that are translated into an action plan and is a co-operative and consolidated group that is strongly committed to supporting and

helping to guide the work of the school. The governing body has a very clear view of the school's strengths and weaknesses and addresses these through a very good working partnership with the senior management team.

26. The recently-appointed headteacher has made a very clear analysis of the needs of the school and has clear priorities for taking the school forward. A new plan for the current year has been produced using the previous school improvement plan as a basis. Priorities for development are clearly linked to budgetary considerations, success criteria and the professional development of staff. The senior management team, governors and staff have all played a significant role in identifying needs for the whole school and for individual subject areas such as in the development of the library and the ICT suite. A new management structure is being developed which is already having a positive effect. The delegation of new responsibilities and the appointment of team leaders effectively allow the headteacher greater flexibility and more time to focus on key issues. There is a committed staff that support the headteacher in creating a caring environment in which all individuals matter. The senior management team provides inspirational leadership through its commitment to school improvement.
27. The school has recently undertaken a thorough self-evaluation. The subsequent action plan builds on previous development and issues identified in the last inspection. It is linked to long-term aims to raise standards and improve the profile of the school in the community. There are very effective strategies for the tracking of pupils' progress and for data analysis that are used efficiently to pinpoint areas for improvement. Key areas such as writing have been identified and discussed with staff and governors, and appropriate actions implemented, for example through additional literacy work in small groups. Performance management strategies are good. All staff apart from the most recently appointed are fully trained in the procedures. The governing body plays a very effective role in overseeing the process and meets its own statutory requirements with regard to senior staff. Good induction procedures are carried out for newly qualified staff.
28. Because of staff changes the roles and responsibilities of staff are to be further reviewed. The match of staff to curriculum needs is satisfactory, but could be improved in the future. Several staff are new to their roles and are at an early stage of developing strategies for monitoring and evaluating the work in their subject areas.
29. Financial management is very good. The governing body has been very effective in obtaining funds for major projects such as improving the fabric of the building and supporting curriculum improvements such as the new school library and ICT suite. The governing body ensures that the school obtains very good value for money and has worked assiduously with the local diocese and the local authority in obtaining extra funds and grants. The school is affected by the budgetary constraint of small schools and despite its good provision for special needs the amount of support for pupils with special educational needs is limited. The school budgets well and has clear plans for the raising of further funds to match its priorities.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	422093	Balance from previous year	39305
Total expenditure	428959	Balance carried forward to the next	32438
Expenditure per pupil	2538		

The significant carry forward is money allocated to pay for capital works creating a library and computer suite

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Main strengths and weaknesses:

- Very good planning, organisation and teamwork;
- High quality teaching;
- Very good use of resources to extend children's knowledge and understanding;
- The range and variety of activities;
- Assessment and recognition of children's achievements so that a curriculum is planned to extend learning.

There are no significant areas for improvement.

Commentary

30. Both the provision and teaching for this age group have improved considerably since the last inspection. The quality of provision is a major strength of the school. Fundamental to the high quality provision is the very good understanding of young children's needs and of how to plan explicitly to ensure optimum progress. Overall, teaching is very good in all areas of learning. Teaching of basic literacy and numeracy skills is very good. Teachers, nursery nurses and classroom assistants work extremely well as a team, conveying the same very high expectations. No opportunity is wasted to take a child's learning one step further, by asking just the right question or providing a pertinent resource.
31. Children, including those with special educational needs, receive a very good start to their education because they make very good progress in their personal and social education. They acquire very positive attitudes towards learning in all areas of the curriculum. In recent years they have entered school with attainment below average levels, although the attainment of the current reception children is broadly similar to levels expected for their age. Children's social skills are developed effectively through well-established and consistent routines. This ensures children are ready to explore all the areas of learning and make good progress through the 'stepping stones' towards achieving the nationally expected standards for this age group.
32. Children are confident and secure in school routines by the time they enter the reception class. Children are taught to organise themselves and to listen carefully to adults and each other, and have a very wide range of very well planned and relevant activities to support their learning. The very good use of the continuous assessments of children's progress contributes to the very detailed planning which incorporates learning objectives for both individuals and groups. Opportunities to extend children's understanding and experience are very good so that by the time they leave the reception class nearly all of September's intake are likely to have achieved the expected standards in all areas of learning and be working well within the statutory National Curriculum.
33. Relationships between adults and children are very good; there is an atmosphere of respect and mutual trust in which children receive very good care. The work of teachers is very well supported by the contribution of classroom support staff. Their clearly defined role and input of their specific strengths make a significant contribution to the children's progress. Links with parents are very good; they are made aware of the progress and needs of their children through discussion and frequent newsletters.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers place a strong emphasis on the personal, social and emotional development of children.
- All children can organise themselves to get changed with limited assistance.

Commentary

34. Children arrive at school in the morning with an air of enthusiasm and confidence, quickly settling into the well-prepared classrooms and routines of the day. They are very supportive of each other, ready to listen to the news and the activities for the session. Children listen carefully as they are told about the activities, why they are important and what they can do. They are carefully directed if necessary and show maturity in their choice. The support assistants and teacher move from area to area guiding, talking and ensuring children develop vocabulary and further their understanding. Children use computer programs well; they sustain their concentration very well and are totally involved in the wide range of activities on offer. In reception, the regular use of “Today we are learning about...” at the beginning of each lesson, listening times and the provision of interesting activities is important and valued. The very good interactions and extension which children experience through all areas of learning enable children of all capabilities to make very good progress. When they leave the reception class nearly all children will have easily achieved the expected standards. This represents very good progress. When they are ready for physical education sessions, they move responsibly into the hall where they work very well together, sharing and co-operating with each other.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are given very many opportunities to develop their skills in this area of learning.
- Children are enthusiastic and listen carefully to the teacher because they are intrigued by the different beginnings to each lesson.
- Teaching of letter sounds and how to use these to spell is very good.

Commentary

35. High quality planning and consideration of every child's progress ensure that all children use the opportunities to enjoy language, books and discussions. By the end of reception, all children are likely to have met the expected standards in this area. In the well-constructed role-play area the very well planned activities create situations and opportunities where children are constantly engaged in high quality discussions. The good number of adult helpers and classroom support assistants are well briefed so they interact very well and extend children's ideas and vocabulary effectively. They focus well on the sound for the week and interject carefully as children offer their ideas about “objects which begin with...?”. Children listen carefully to a story and when in the book corner, choose a book with care because it is either familiar or the illustrations appeal to them. They use books appropriately and look after them well.
36. Children are very involved and interested in “What are we going to learn today?” The good use of ideas and thoughts turned into “Can you help me with ... ” type questions ensure children

listen and respond carefully. Questions are well directed and higher attaining children quickly recall, for example, the use of a question mark and distinguish an exclamation mark in the text. The variety of activities to follow up the teaching point is very clearly focused and supports the learning intention very well. Children work hard on their assigned activity and the very good use of classroom support ensures they are engaged in their work and make very good progress.

37. Very nearly all children are extremely confident about tackling unfamiliar words, using sounds to help them; they make very good progress. They enjoy selecting books from the well-stocked book corner, reading and sharing their books willingly with an adult. Reading progress is carefully maintained and reading diaries reflect a good partnership with parents and children. Children are well supported in their writing tasks and share their ideas with each other.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children achieve well in this area because their mathematical development is thoughtfully planned and integrated into the range of activities which children encounter.
- There is good use of resources.
- Children have regular opportunities in a variety of meaningful situations.

Commentary

38. By the end of their time in reception, all children are likely to have attained the expected standards. They have regular opportunities in a variety of meaningful situations to practise their counting skills. They make patterns, and play alongside each other in number games both indoors and outside. When exploring the texture of lentils, they estimate the number of spoonfuls to fill the containers and begin to develop their mathematical language describing the sizes and whether the container is bigger or smaller and whether there are more or less. This area is planned as a regular activity and children enjoy and respond very well to counting in consecutive order. The good use of "What if ... ?" and "How many?" questions make children think hard. They are anxious to respond and use their number bananas to display their answers. They all achieve well through the use of gentle encouragement and the good support from classroom assistants. In the "What are we learning about today?" children identify a square and a triangle which they fold in half and quickly recognise they have two shapes the same and add the word 'symmetry' to their mathematical vocabulary. Children use their cutting skills to make symmetrical patterns. Displays in the classroom emphasise the importance numeracy plays in everyday life and are used well by the children to discuss different aspects of their learning in mathematics. The good use of resources, including ICT, enables children to extend their mathematical skills well and supports the children's progress to prepare them for their mathematics lessons when they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Opportunities are created so children can adapt and use a very wide range of materials.

Commentary

39. By the end of their time in reception, all children are likely to have attained the expected standards in this area. They have a large number of very good opportunities provided for them to extend their understanding of the world. Many bring a good range of experience that teachers extend by the many varied and interesting displays. Children have walked around the immediate locality to discover what animals they could find. They paid careful attention to detail, noticing the ways in which different animals and insects moved. The subsequent discussion about their walk led to an improvement in their knowledge and understanding about the world around them.
40. The good use of a range of materials including simple maps and playground routes helps children recognise how to be safe as they use the large wheeled toys on the 'road' in the playground. Opportunities are created so children can adapt and use a very wide range of materials to explore texture and make models to use in their play situations. They recognise that various models belong to certain situations. The attention to detail that teachers and support assistants give ensures children extend their knowledge about the world they live in. Children have a clear purpose about their learning and discuss their progress at the end of the session, which helps teachers assess how well children have learnt and what they need to teach next.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- There is a well-planned and managed range of activities.
- There are good opportunities for children to use an interesting range of large and small equipment in their outdoor play.

Commentary

41. All children achieve well and are likely to reach the expected standards by the time they enter Year 1. Through a well-planned and managed range of activities, children are taught how to use cutting tools safely and to good effect. Children are confident when using puzzles, recognising shapes, matching colours and identifying parts of the picture. They build tracks and make interesting structures using building bricks. They describe in detail the purpose of their structures. Teachers move between the activities asking questions, encouraging children to explore and extend their ideas. Children sustain their interest very well, sharing toys and working well together. When writing, they form letters carefully because the teacher has prepared the materials well and children are able to make a very good attempt at copying their names. They use a range of writing tools and are encouraged to hold their writing tools and place their paper appropriately so that letters are well formed. The playground assumes a range of different themes that are very well planned so that play and tasks are different and cater for a variety of interests. They are sensitive to each other's needs and use the equipment and space with care. Children are encouraged to use large spaces and explore the way they can use it in developing a range of movements. By the time children reach reception, they dress and undress themselves for physical education. The very good use of a taped programme in physical education lessons encourages children to refine their listening skills.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The very good provision enables children to explore an extended range of creative experiences.
- Children are stimulated with a wide range of ideas.
- There are well-planned opportunities so that children make connections in their learning.

Commentary

42. All children, including those with special needs, will attain the expected standards in this area by the time they leave the reception class. Children join together and sing a range of songs. They sing well and in tune, recognising tunes to fit new words and rhythms that they enjoy and incorporate into their singing. They listen carefully for the introduction and join in at the correct point. There are other opportunities to use a range of instruments so that children can make their own music and perform in the activity sessions. Children are stimulated with a wide range of ideas; these include exploring different textures of paint, water play, model making, colour mixing, and tactile experiences where different consistencies of liquids run through their fingers and make patterns. In all activities children are encouraged to discuss their efforts and describe what it does by well-focused questions and supportive comment. Children gain confidence and are ready to describe their favourite experience of the day and what they would like to achieve next time. Children use the creative opportunities to support their mathematical and language development. The achievement of creating a symmetrical pattern and describing their work in mathematical terms is good. Children take time and care with their work and when it is finished they are very proud of it and eager to share their work with others. These are well-planned opportunities so that children make connections in their learning as well as developing a wide range of creative skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The overall provision for the teaching of English is **satisfactory**. The literacy strategy is well established throughout the school, but there are some shortcomings in the provision of appropriate work for pupils of different levels of attainment.

Main strengths and weaknesses

- Good tracking of pupil progress throughout the school.
- Good identification of areas of weakness and willingness to improve.
- Good support from school management and from the local education authority.
- Lack of appropriate strategies for spelling and handwriting.
- Limited opportunities for extended writing across the curriculum.
- Insufficient match of work to pupils' attainment.

Commentary

43. Standards in English are in line with those normally expected at the age of seven, but below those normally expected at age eleven. There was a period of turbulence with a downward trend in standards in the years immediately following the last inspection. Since then improvement has been good in Years 3 to 6 and very good in Years 1 and 2.
44. In Years 1 and 2 standards in reading are satisfactory. Pupils enjoy reading and they are well supported by class teachers, parents and support staff. As a result they make good progress

and achieve well. In Years 3 to 6 reading standards are satisfactory. Most pupils enjoy reading and many use the local library. Many pupils use the Internet at home to find information. Because the school lacked a suitable library until recently, pupils' library skills throughout the school are unsatisfactory.

45. Standards in speaking and listening are variable, but satisfactory overall. Skills are best developed where teachers use probing questioning to elicit longer responses and engage all pupils in question and answer sessions. Pupils listen well and many can speak with confidence when encouraged to do so.
46. Writing is satisfactory in Years 1 and 2. Teachers mark the work well and make useful encouraging comments. Pupils are well supported individually and in groups and pupils with special educational needs make good progress. However, there is a lack of appropriate strategies for teaching handwriting with too much focus on joining writing when letter formation and the ability to write on lines are undeveloped.
47. Writing is unsatisfactory in Years 3 to 6 because there are limited opportunities for pupils to write extensively in a variety of contexts; there is often a lack of suitable, varied tasks for pupils of different levels of attainment and in most classes the marking of pupils' work lacks constructive, focused comments that will take the learning forwards.
48. In some classes the same spellings are set for pupils of all abilities. Where this occurs weekly test results show clearly that lower attainers struggle and high attainers are insufficiently challenged. The school recognises that spelling is a weakness and plans to introduce a new scheme.
49. In some lessons, particularly with older pupils, the introduction and organisation at the start of activities and during guided reading are unsatisfactory.
50. There are good strategies in place for the tracking of pupils' progress in English and for the setting of individual and school targets. The school receives very good support from the local education authority and makes effective use of book loans from the School Library Service.

Language and literacy across the curriculum

The teaching of English is well supported by printed material in classrooms and there is some good display of pupils' work around the school. This includes work linked to other subjects. Writing is combined with ICT and art in some displays. However, opportunities for writing in a variety of contexts across the curriculum are limited and only limited use is made of exemplars of good practice either in lessons or in classroom display. The school has appropriately identified the need for improvement in writing, including the need for consistent strategies in the teaching of handwriting and spelling and providing more opportunities for writing across the curriculum.

MATHEMATICS

The provision for mathematics is **good**.

Standards are well above the national average in Year 2 and average in Year 6.

Main strengths and weaknesses

- Pupils have good attitudes and respond positively in mathematics lessons.
- Overall teaching is good and it is very good in Years 1 and 2.
- Higher attaining pupils do well but lower attaining pupils are not always set appropriate work.
- The pupils have a good grasp of mathematical facts.
- Leadership of the subject is very good.
- Marking does not provide enough information to help pupils to improve.

Commentary

51. There has been a significant improvement in Years 1 and 2 since the last inspection when standards were average. Pupils are confident at calculating and manipulating numbers. This is because of the stronger emphasis placed upon this area of mathematics. Teaching is good overall and very good in Years 1 and 2. The pupils' response in lessons is good. Pupils make very good progress throughout the two classes. Pupils in Year 2 demonstrate an understanding of number that is well above average for their age. Higher attaining pupils are challenged successfully and many achieve standards that exceed the expectations for their ages. Pupils with special educational needs also make very good progress and achieve their best.

In the junior classes standards are beginning to improve and in Year 3 are good. By the end of Year 6 the higher attaining pupils achieve well but the lower attaining pupils should be doing better because lesson plans do not always provide appropriately for their needs. Pupils throughout the school use their knowledge and understanding of number to calculate accurately and solve problems but many of the older pupils find the division of numbers more difficult.

52. Lessons start briskly; pupils are encouraged to think and share the ways they solve problems and teachers explain what they are going to learn at the beginning. The teachers have good knowledge of mathematics and this shows in the way the work is carefully planned to make the tasks interesting and exciting. The teachers generally plan so that the different groups within the class have work that is challenging. However, more care needs to be taken over the provision and inclusion of the lower attaining pupils. Teachers give time for the pupils to think about what they have learned. Towards the end of lessons they check the pupils' understanding and reinforce the main points. Work is marked regularly to check the accuracy of the pupils' answers but there are too few examples of marking helping pupils to understand their progress or how to improve their work.

53. Leadership of the subject is very good. Teachers use the good ideas promoted in the National Numeracy Strategy to help plan and structure lessons to make them more interesting and inspiring. Some of this is due to the very good resources, such as number fans and white boards, that encourage more involvement, opportunities for paired work and the teachers to check how well pupils understand what is being taught. The subject leader has a very good understanding of the strengths and weaknesses through the analysis of test papers and the data available. Plans are now in place to target support and raise standards further.

Mathematics across the curriculum

Even though pupils are competent in calculating and using methods to solve problems, these skills are underused in other subjects, such as science and geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is good teaching and learning.
- Pupils' behaviour and attitudes are very good.
- Good leadership and management are having a positive impact on standards.
- Worksheets limit pupils' skills in scientific enquiry and recording.
- The standards attained by higher attaining pupils could be higher.

Commentary

54. Inspection evidence shows that Year 2 and Year 6 pupils attain standards that are in line with those expected. Standards noted during the inspection did not show a difference between the attainment of girls and boys.
55. Pupils in Year 1 and 2 achieve well and make good progress. Examination of pupils' work shows that they undertake a good range of experiments for different aspects of their work. In discussions, Year 2 pupils were keen to talk about their work in science and demonstrated good subject knowledge for their age. They had enjoyed finding out how to carry out a fair test; they could explain at least one way to do this. They know some of the dangers of electricity.
56. Between Years 3 and 6 pupils achieve well and are making good progress. Pupils in Years 3 to 6 carry out a suitable variety of experiments. They use appropriate equipment, make observations and measurements and record their findings. Higher attaining pupils are not always sufficiently challenged, mainly because of the frequent use of easy worksheets, even for recording experiments. This prevents pupils from developing their skills of recording their investigations. Pupils were able to explain how they were carrying out a fair test when investigating shadows as part of their topic on light. Pupils demonstrate good use of scientific terms.
57. Teaching is good throughout the school. Teachers make consistent use of practical activities to help pupils develop their knowledge and understanding. Teachers provide clear instructions and tell their pupils what they will be learning. They convey high expectations through skilful questioning. Teachers' planning is good, but does not always include how higher attaining pupils will be extended. Teachers convey enthusiasm for science, and are quick to praise pupils. Pupils' behaviour is very good. They show interest in science activities. They work well together in groups, sharing tasks and taking turns.
58. The co-ordinator provides good leadership and management in science. She has introduced an appropriate scheme of work, based on government guidelines. This has helped improve the amount of practical work undertaken by pupils. She has identified areas that need improvement. Resources for the subject are good and, in the main, used well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- There is a very good range of equipment and good use is being made of it.
- Pupils enjoy learning about ICT.
- Standards are rising rapidly.
- Teachers have good knowledge and skills.
- ICT is not yet used sufficiently to support work in other subjects.

Commentary

59. Standards at the end of Year 2 are average and progress is very good. At the end of Year 6 standards are currently below expectations but pupils are making rapid progress. This is because there is now ready access to computers for the focused teaching of computer skills, and the planned programme they will follow ensures that the pupils develop their knowledge, understanding and skills in a systematic way. The school makes appropriate provision for pupils with special educational needs and they are making the same progress. Standards are not as high as those reported at the time of the previous inspection although the quality of teaching has improved and is now good.

60. The headteacher, and subject leader, is very knowledgeable about ICT and has a good understanding of how the subject will be taught to improve the standards. The range of resources available is very good and good use is made of equipment such as projectors to help teaching and learning. Older pupils spoke with excitement about some work they covered in art, making images in the style of Kandinsky; they find these sorts of activities add real purpose for the use of their skills and knowledge.
61. Teaching is good. Teachers have good subject knowledge and are confident with the resources available. Lessons are planned that will help pupils develop the basic skills but are set in imaginative contexts, such as the links to art. This ensures that pupils of all age groups are highly motivated and quick to learn. Pupils are very sensible, work in pairs successfully and take turns willingly; they share their ideas and help each other. Pupils with special educational needs receive focused support and they are confident to ask for help when they need to. This ensures that they make the best use of the time for learning new work.

Information and communication technology across the curriculum

More opportunities are being developed to use the Internet for research and reference. As the pupils' skills develop the teachers are quick to spot the opportunities to use ICT to support learning in other subjects such as the use of a program using coins in mathematics or developing early writing skills. These links to other subjects have not yet been fully developed.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- There is a good range of materials and resources, that is used effectively to pursue lines of enquiry about geographical features.
- Good use is made of local environmental opportunities.
- A variety of methods are used to record pupils' knowledge and understanding.
- There are insufficient assessment opportunities to measure pupils' achievements.

Commentary

62. Standards are satisfactory for Year 2 and Year 6 pupils.
63. The quality of teaching is good overall; lessons are well planned and teachers use a good range of strategies to encourage pupils' learning, including the very good support which is offered to pupils with special educational needs. These pupils make good progress.
64. The good use of a variety of tasks ensures pupils work hard and concentrate well. The high expectations teachers have of the quality of pupils' responses and of them using the appropriate geographical terms are very effective. The interest and enthusiasm of all pupils contributes to the good learning that takes place and as a result pupils achieve well.
65. The co-ordinator leads and manages the subject well and assists colleagues in planning. Resources for the subject are good. Resources local to the school are used well to help pupils observe

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

The provision is **satisfactory** throughout the school. This is a significant improvement since the time of the last inspection when standards and provision in design and technology were unsatisfactory at the end of Year 2 and at the end of Year 6.

Main strengths and weaknesses

- Some good computer-generated art in computer suite.
- Excellent marking in some sketchbooks.
- Some good cross-curricular links that reinforce work in both subjects.
- Pupils interest and enthusiasm in lessons. .
- Lack of opportunities in design and technology for pupils to work independently.

Commentary

66. Overall standards in art and design technology are in line with expectations at the end of Year 2 and at the end of Year 6. Standards in art are stronger than those in design and technology. Pupils achieve well in art. Achievement in design and technology is satisfactory.
67. Pupils' sketchbooks are at an early stage of development and are not yet systematically monitored to ensure progression in their drawing skills. Colour mixing and pencil line practice show good teaching of techniques in Years 1 and 2. In Years 3 to 6 excellent marking in one class shows that pupils make very good progress when following the teacher's guidance. Year 6 books indicate satisfactory standards, with sketchbooks appropriately used for planning design and technology projects, as well as to develop drawing skills.
68. There are some very good examples of children's art in the school hall and in some classrooms. However, although most classrooms provide colourful learning environments, the amount of pupils' work on display does not represent the range of work undertaken.
69. Good, clear instructions and good collaborative work produced satisfactory results in an art lesson in Years 5 and 6. Pupils were well behaved and worked well together despite the slight mismatch of group size and the paper they were working on. The class teacher evaluated the lesson and assessed the pupils' performance well in order to take the learning forward in the next lesson.
70. Older pupils worked well in a design and technology lesson and produced satisfactory diagrams of pulleys and cogs. However, the equipment was not used effectively to give pupils opportunities to explore and develop independent ideas and pupils showed little understanding of how cogs and pulleys work. Teachers ensure that all pupils have equal access to all aspects of the creative arts curriculum and there is good provision for pupils with special educational needs.
71. The art co-ordinator is effective in ensuring a suitable scheme of work is in place and has identified appropriate priorities for further development. The co-ordinator has started a photographic record of display work, but does not regularly collect samples of pupils' work or monitor teachers' planning. There are no processes for formal assessment of pupils' progress. These are areas for development.
72. The recently appointed design and technology co-ordinator has been effective in ensuring that a suitable scheme is in place. She has consolidated the ordering system well and ensured that resources are in place to support work for the term ahead. Suitable priorities have been identified.

73. The co-ordinators provide good role models and mentors for other staff on an informal basis, but there is little release time for systematic monitoring of teaching and learning in lessons.
74. A broad range of opportunities is in place for adequate coverage of the design and technology and art curriculum. However, there are limited opportunities, particularly in design and technology, for pupils to work independently to create their own designs and select their own tools and materials. Some good practice takes place, as in the making of musical instruments in one class, but such good practice is not widely shared. Only limited use is made of the local environment, visitors and educational visits.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Resources are good.
- Sometimes not enough is done to encourage pupils to think about how they could improve.

Commentary

75. Standards are generally average with a small number of pupils showing great skill in movement, pace and control. Resources are good and the after-schools clubs and sport greatly enrich the curriculum. Pupils have access to all aspects of the physical education curriculum and enter into all activities with enthusiasm and enjoyment. When asked to, they work together sensibly, take turns, play together effectively and form teams quickly. Pupils are aware of safety issues and move and use equipment safely. In the lessons seen, there was time for practice and the development of skills. Sometimes not enough was done to encourage pupils to think about how they could improve their skills and performance before trying again. Progress has improved since the last inspection. The timetable now allows for all pupils to be equally involved and the quality of teaching is better.

Music

The provision for music is **good**.

Main strengths and weaknesses

- The subject leader is knowledgeable and enthusiastic.
- There is good inclusion so everyone has an instrument.
- The choir that meets after school adds greatly to the opportunities for pupils.

Commentary

76. The subject leader is knowledgeable and enthusiastic and this encourages all teachers to plan effectively. Lessons have a good pace and pupils work well together. There is good inclusion so everyone has an instrument and is able to compose and perform as they explore patterns and develop a sequence. What will be learned is carefully explained and the work is suitably challenging; this motivates the pupils and they respond with real and obvious enjoyment. There is provision for learning musical instruments, with several pupils beginning this term. The local authority music support services provide the tuition; the high level of expertise of these teachers is important in the way the beginners develop early skills and confidence. The choir that meets after school adds greatly to the opportunities for pupils to develop their musical education. The obviously strong relationships between the pupils and the teacher ensure that pupils enjoy singing and extend their knowledge and love of music as

well as perform to a good standard. Singing in assembly is tuneful and enthusiastic. Music is also used to support the weekly themes for collective worship and this extends the opportunities to listen to a whole range of music, including music from across the world. The quality of teaching has improved since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education and citizenship is good. The quality of provision and the good teaching within the curriculum is effective and reflected in mature and responsible pupils well prepared for life in general and for the next stage in their education. The preparation of pupils for life in a multi-ethnic community is good. The new co-ordinator for this subject is enthusiastic and has good plans in place for the development of personal, social and health education and citizenship as a separate subject of the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

