

INSPECTION REPORT

LAMBOURN CHURCH OF ENGLAND PRIMARY SCHOOL

Hungerford

LEA area: West Berkshire

Unique reference number: 109968

Headteacher: Mrs Maureen Appleton

Lead inspector: Ms Jo Stevenson

Dates of inspection: 13th – 15th October 2003

Inspection number: 256672

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 Controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	204
School address:	Greenways Lambourn Berkshire
Postcode:	RG17 7LJ
Telephone number:	01488 71479
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Adrian Neal
Date of previous inspection:	14 June 1999

CHARACTERISTICS OF THE SCHOOL

Lambourn Voluntary Controlled Church of England Primary School is an average sized school which serves the village itself and the surrounding area, in the Valley of the Racehorse, West Berkshire. There are 175 pupils on roll, 80 boys and 95 girls. The Nursery, known as Foundation 1, has 28 boys and 23 girls all of whom attend on a part-time basis. Children start in Foundation 1 aged three and almost all of them go on into Reception (Foundation 2) and continue in the school until they are eleven, leaving at the end of Year 6. A Resourced Class caters for eight pupils who have moderate learning difficulties or who are reluctant to attend their normal classes. Pupils are transported from further afield specifically to this class. In the school as a whole there are forty-three pupils (19 per cent) with special educational needs which is about average. Twelve (6 per cent) pupils are on school action plus, which is below the average of 22 per cent; and six (3 per cent) have Statements of Special Educational Needs which is well above average. Approximately 11 per cent of pupils are eligible for free school meals, below the national average of around 20 per cent. There is a small proportion of pupils (4.6 per cent) from minority ethnic groups although no particular group predominates. Pupil mobility, mostly due to relocation related to employment, is, at 21 per cent, quite high. Children from a very wide range of socio-economic backgrounds attend the school. Attainment on entry is below average; a significant number of children begins in Foundation 1 with poorly developed language and communication skills. The Grasshoppers Club provides after-school care each weekday. The school received a School Achievement award in 2001, a Healthy Schools award in 2003 and Investors in People status in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15628	Jo Stevenson	Lead inspector	English History Religious education Foundation Stage
16472	Cathy Stormonth	Lay inspector	
5020	John Burnham	Team inspector	Science Information and communication technology Design and technology Special educational needs
24104	Mick Marsh	Team inspector	Mathematics Music Physical education
25189	Jo Willmer	Team inspector	Art and design Geography Personal, health and social education English as an additional language

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lambourn Primary is a very effective school of which everyone is justifiably proud. The headteacher, senior management team and governors have established a very positive ethos in which everyone is valued. They have brought about considerable improvement in a short time. There is a clear commitment to inclusion and to raising academic standards alongside ensuring that pupils grow to be well-rounded, confident and caring. Standards are at least in line with national expectations and all pupils achieve well. The school plays an important part in the life of the community and it provides good value for money.

The school's main strengths and weaknesses are:

- The excellent headteacher, well supported by the senior management team and the governing body, provides very good leadership and very effective management.
- The Foundation Stage classes give children an excellent start, with stimulating activities that help them learn and develop a wide range of skills.
- There is consistently high quality teaching, particularly in classes with the youngest and oldest children. This results in pupils achieving well and making good progress.
- Many opportunities are taken to enrich the curriculum and for pupils to extend their learning beyond the school.
- The provision for ensuring pupils' care, welfare, well-being and personal development is of very high quality.
- Provision for and achievement in personal, social and health education are very good.
- Pupils and parents are very pleased with the school.
- There are weaknesses in teaching methods and approaches to children's learning in one of the Year 1 and 2 classes.
- Higher-attaining pupils are not always provided with work that is challenging enough.
- While they are satisfactory overall, resources for art and design, mathematics, science, history, geography, information and communication technology and physical education could be improved.
- Although there is no curriculum area in which standards and provision are unsatisfactory, there is room for their further development of the role of subject leaders, paying particular attention to the non-core subjects.

Improvement since the previous inspection has been very good. The school was previously inspected in June 1999. Very good progress has been made on the areas that were identified as requiring improvement. The governors, headteacher and senior management team are fully involved in long-term planning; teaching and learning in religious education, music and design and technology have improved; the focus on widening the range of children's writing across the curriculum has brought about considerable improvements in quality; the role of co-ordinators has been developed and extended in relation successfully to monitoring teaching and learning; teachers are making effective use of assessment information for setting individual targets for pupils to help them reach their full potential. Statutory requirements have been fully met and recent legislation on race equality is currently being implemented.

STANDARDS ACHIEVED

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with a similar proportion of pupils known to be eligible for free school meals*

Achievement is good, overall. By the end of Year 6, pupils achieve well in English, mathematics and science, attaining levels that compare favourably with national averages. Standards achieved in English are well above average in comparison with similar schools, with over a third of pupils achieving Level 5. Almost half achieved Level 5 in science. In all other subjects, achievements are in line with those expected of pupils at the same age. By the end of Reception, almost all children are achieving the goals expected of them. By the end of Year 2, although pupils' reading and writing are developing successfully, results of national tests are below average. Results in mathematics are average.

Pupils' personal development is good. They have extremely positive attitudes to learning: they behave very well and their attendance is good. They show very well-developed spiritual, moral, social and cultural awareness and many of the oldest pupils, in particular, are mature, sensible and sensitive to the needs of others.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is especially effective in the Foundation Stage and in Years 3 to 6. The school's teaching and learning policy is applied in almost all classes, enabling pupils to gain maximum benefit from lessons. Only a small minority of lessons are less than satisfactory. On the whole, expectations are high and pupils learn very well because they respond positively to the challenges set for them and work hard to achieve their targets. The quality of presentation of pupils' work and of displays around the school and in classrooms is extremely high, creating a stimulating, exciting place where learning is fun. Pupils with special educational needs are well supported by teachers and teaching assistants; those in the Resource Class receive a carefully structured programme that meets their individual needs extremely well. A broad curriculum is offered to all pupils and there are plenty of opportunities for additional sporting, artistic and musical activities and out-of-school educational experiences. The level of care for pupils and concern for their well-being is very high. The school has very strong links with the wider community. Partnerships with parents are very positive and they are involved in many aspects of school life.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are outstanding. She receives very good support from the senior members of staff, who are developing into a valuable and effective management team. There is a very strong sense of teamwork and shared responsibilities. The positive ethos has contributed well to improvements made since the last inspection. Governors are active, well-informed and supportive; the chair and other governors visit the school regularly and all are prepared to ask probing questions when appropriate.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and what it offers. The very effective links that the school has with parents enhance pupils' achievements and contribute to their learning and to their personal development. Pupils express pride in and care for the school; they value the opportunities it provides for them, the facilities and, above all, their teachers.

IMPROVEMENTS NEEDED

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

- Ensure that all teaching throughout the school reaches the highest possible standard.
- Provide more opportunities for the most able pupils to be challenged consistently.
- Although they are satisfactory, overall, improve the quantity and quality of teaching and learning resources across the curriculum to the same standard as those in the Foundation Stage.
- Extend the strengths in the core subjects and develop the role of subject leaders to enhance teaching and learning across the whole curriculum.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children start in the Nursery with a wide range of attainment. Many of them have poorly developed language and communication skills that are well below those expected of children of the same age. As a result of the high quality teaching by all involved, by the time they leave the Foundation Stage, almost all children are well on the way to achieving the goals expected of them and many have exceeded them. They make particularly good progress and achieve high standards in communication, language and literacy, mathematical, creative and physical development and, above all, in personal, social and emotional development.

Standards in reading and writing are improving in Years 1 and 2, although results in national tests for seven-year-olds are below average for all schools and similar schools. Current achievement in these classes is broadly in line with that expected. Achievement in mathematics continues to improve, and results in national tests at the end of Year 2 were average. Standards in science, as assessed by teachers at the end of Year 2, are broadly average.

By the end of Year 6, standards in national tests in mathematics are average when compared with all schools and similar schools. In English, results are above the national average and well above those of similar schools. Results in science are above the average of all schools and of similar schools. Evidence gathered during the inspection concurs with this overall picture.

There are no significant variations between the attainment of boys and girls or that of pupils from minority ethnic groups. Over the last three years, standards have improved steadily in all core subjects. The greatest improvement is in English, which is a key focus from Foundation Stage onwards.

Main strengths and weaknesses

- All elements of English are improving steadily and achievement is good.
- Investigative aspects of science are good.
- Achievement and progress in all areas of learning in the Foundation Stage and especially communication, language and literacy, and personal, social and emotional development.
- Improvements in calculation and approaches to mental mathematics.
- Pupils with special educational needs achieve well and make good progress against their individual targets.
- All pupils are involved in setting their own targets and they take responsibility for improving their learning.
- Singing is of good quality throughout the school.
- Enrichment activities for gifted and talented pupils are beginning to have a positive effect.
- Achievement in religious education, history, and art in Years 3 to 6 is good.
- Achievement in personal, social and health education (PSHE) is very good across the school.
- Not all lessons provide sufficiently challenging work for more able pupils.
- Achievement and progress in one of the Year 1 and 2 classes is unsatisfactory.

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

Standards in:	School results	National results
Reading	14.5 (13.9)	15.9 (16)
Writing	14.1 (12.5)	14.8 (14.5)
Mathematics	15.9 (15.2)	16.45 (16.6)

There were 25 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.4 (26)	26.87 (27.2)
Mathematics	26.4 (24.9)	27 (27)
Science	29.5 (27.8)	28.85 (28.6)

There were 36 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Standards in the core subjects at the end of both Key Stages 1 and 2 continue to improve, although the results of tests do not always reflect this. There are likely to be changes each year as the make-up of each cohort varies. The school's overall results are influenced by the attainment of pupils attending the Resourced Class, which is always likely to be below average despite the good progress pupils make. Targets are set, based each year on pupils' previous learning and, in 2003, they were exceeded in all subjects. Targets are realistic but could be higher to reflect formally the high aspirations that the school has for its pupils.
2. Effective leadership of literacy and numeracy in particular and the drive to raise standards, sustained by the senior management team, have had a major impact on achievement. Thorough analysis of pupils' responses to test questions gives clear evidence of what is going well and what needs further attention. Teachers adapt their planning on a weekly basis following evaluation of the previous week's achievements.
3. Standards in the other foundation subjects, including information and communication technology, are at least in line with those expected of pupils of the same age. Good work was seen in history, art and design and music in Years 3 to 6 and in PSHÉ throughout the school. Standards in religious education have improved considerably since the last inspection. Standards are satisfactory, overall, and there is high achievement in learning about religions in Years 3 to 6.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory and punctuality is very good. Behaviour and attitudes to learning are very good. Aspects of personal development, including spiritual, moral, social and cultural development are also very good.

Main strengths and weaknesses

- Procedures for monitoring and promoting attendance are outstanding.
- Attitudes are very good and pupils feel proud of their school and said it was like "one big happy family".
- Behaviour is usually very good both in lessons and around the school.
- The school sets very high expectations for conduct and successfully achieves very high standards of behaviour.
- The ethos of the school is very positive and the mission statement is fully reflected in its work and practice.
- A small number of boys are occasionally boisterous in the playground.

Attendance

Attendance in the latest complete reporting year (94.2%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.0
National data	5.9	National data	0.5

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

Commentary

4. The school does all it can to promote attendance and punctuality, and achieves attendance rates that are in line with the national average, and there is no unauthorised absence. Parents and carers are very supportive and work closely with the school to ensure that their children attend school and arrive on time. Pupils are developing the important life skill of good timekeeping very well.
5. Pupils are very keen to come to school and are enthusiastic about all aspects of school life. Many pupils said how lucky they felt to be at such a good school. They are full of praise for the fun and interesting lessons they enjoy and the wide range of clubs and trips in which they actively participate. These extend pupils' personal development very well and instil in pupils a real desire to learn and succeed. Pupils work hard and feel exhilarated by achievement and are justly proud of their work.
6. Pupils are helpful, friendly and consistently behave well. Break-times and lunch times are lively and pupils amuse themselves well. Pupils show reverence during assemblies and prayer, and sing very enthusiastically. Bullying and other forms of harassment are rare and are simply not tolerated. When any pupil raises a behaviour concern, it is dealt with very seriously and does not recur. Pupils are very pleased about this. There have been no recent exclusions.
7. Pupils' personal development is fostered very well. Spiritual development is good, especially when pupils explore and reflect on beliefs, values and understand feelings and emotions. Pupils express these elements very well in religious education, in their writing and in personal and social education. Positive reinforcement of the values of respect, care for others, trust, fairness, kindness and high moral standards are strengths. This helps pupils to be considerate and thoughtful in their approaches to others and have high expectations of their own behaviour. Pupils are maturing into very confident and sociable young people.
8. Pupils are particularly proud of their school productions in which all are involved and described the last play, entitled 'Piccadilly's Circus' as "amazing". Pupils' appreciation of their own and other cultural traditions is very good. The curriculum is enriched by the many different and exciting cultural aspects that broaden pupils' horizons and extend their personal development very well.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	151	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Black or Black British – any other Black background	1	0	0
No ethnic group recorded	8	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

Teaching and learning

The quality of teaching and the assessment of pupils' work are good, and the quality of learning is very good.

Main strengths and weaknesses

- The very best teaching is seen mainly with the oldest and the very youngest pupils in the school.
- Teachers successfully encourage pupils to do their best.
- Teachers insist on high standards of behaviour.
- Planning for learning is very effective.
- Pupils' independent learning and self-review skills are fostered successfully.
- Pupils acquire a greater understanding of how they can improve as they move through the school.
- The quality of teaching and learning in one Year 1 and 2 class is unsatisfactory.

Commentary

9. Teaching and learning in the Foundation Stage are very good, supported by good assessment of children's progress. In Years 1 and 2, teaching, learning and assessment are satisfactory, overall, although there are significant variations between the two classes. Teaching and assessment in Years 3 to 6 are good; in these classes, the successful development of pupils' skills in self-evaluation contribute significantly to learning that is often very good.
10. Teaching in Years 5 and 6 is never less than good and much of it is very good. One lesson was judged to be excellent. Teaching in these classes provides high levels of challenge, based on good assessments of what the pupils know, understand and can do. There is a clear expectation that pupils will work independently or in groups on specific tasks and provide thoughtful evaluations of what they have achieved.
11. In Years 3 and 4, the quality of teaching is good or very good in over half the lessons seen, with the remaining lessons being satisfactory. Teachers manage pupils' behaviour successfully and give great attention to developing and refining pupils' skills.

12. The quality of teaching in Years 1 and 2 is too variable. In one class, teaching is good, featuring good questioning skills and clear expositions. In the other class, teaching is unsatisfactory. Instructions are unclear and the pace of learning is slow. Insufficient attention is given to the ways in which children learn and, as a result, to the teaching methods required to meet pupils' learning needs and to ensure good progress.
13. Teaching in the Foundation Stage is very good. Purposeful routines have been established and almost all children are likely to achieve the goals expected of them by the end of F2, and some will exceed them.
14. A clear focus by the staff on improving pupils' problem-solving and investigative skills has led to improvements in pupils' learning and a subsequent raising of standards as pupils move through the school. This is most noticeable among the pupils in Years 5 and 6. It features prominently in the teaching of numeracy and science through the school, and is reinforced by good attention to the promotion of pupils' speaking and listening skills in lessons. As a result, pupils demonstrate increasing confidence in their ability to tackle investigations at first hand. Most of them concentrate very well on their learning. Classwork is extended and reinforced by the setting of appropriate homework tasks involving skills in literacy, numeracy, research and investigation. Pupils are keen to extend their learning beyond lessons and they take part in a very wide range of activities out of school. They recognise the skills and experiences gained in these and their relevance to work in class.
15. The quality of learning for more able pupils is usually good, particularly in Years 3 to 6. However, the needs of the most able pupils are not consistently well provided for in all subjects, and there are times when pupils are not challenged enough. Pupils' learning is sometimes hampered by insufficient opportunities to access resources, such as data logging and more precise scientific measuring equipment. Pupils with special educational needs are taught well and make good gains in their learning. Clear lines of communication between all adults help to ensure that good attention is given to pupils' individual learning needs. Teaching assistants in all classes play an important role in supporting pupils; they are skilled in asking suitable questions and in encouraging pupils to try their best, using positive praise as an incentive.
16. Assessment through the school is usually constructive, based clearly on a good understanding by the teachers of what pupils can do and what they need to learn next in order to improve. There are some examples of very good marking of pupils' work, which at its best constitutes a valuable dialogue between teacher and pupil. The involvement of pupils in setting and reviewing their own targets, ensuring that they play an active role in their learning is an important, successful feature of the approach to teaching and learning.
17. Pupils and parents agree that teaching at the school is good. Indeed, several pupils indicated in discussions that teachers make the school a 'special place' for them.

Summary of teaching observed during the inspection in 52 lessons or part lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	13 (25%)	25 (48%)	10 (19%)	2 (4%)	1 (2%)	0 (0%)

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

The curriculum

The range of curricular opportunities provided in the Foundation Stage is very good. Those provided in Years 1 to 6 are good. Opportunities for enrichment through extra-curricular provision are very good. The school benefits from well qualified and experienced staff. The accommodation is of a good standard in Key Stage 1 and Key Stage 2 and very good in the Foundation Stage. Resources

for teaching and learning meet the needs of the pupils and curriculum very well in the Foundation Stage, and are satisfactory at Key Stages 1 and 2. Equality and access for all pupils to the curriculum is very good.

Main strengths and weaknesses

- The school places a strong emphasis on literacy and numeracy.
- Children's learning needs are very well catered for in the Foundation Stage.
- The school provides very well for pupils who have special educational needs.
- Equality and access for all pupils to the curriculum is very good.
- There is a very effective programme for personal, social and health education.
- The oldest pupils are prepared well for transfer to the secondary school.
- The school strongly promotes participation in sports, arts and cultural events outside the school day.
- Teachers and support staff work very well together to meet the needs of pupils.
- Accommodation in the Foundation Stage supports pupils' learning very well; in Key Stages 1 and 2 accommodation is good.
- Resources for teaching and learning in the Foundation Stage are very good.
- Resources for Years 1 to 6 are broadly satisfactory, but a wider range is required.
- Timetabling of literacy and numeracy in the mornings limits the flexibility of timetabling for other foundation subjects.

Commentary

18. The school fully meets the statutory requirements for the curriculum and for religious education. The provision for PSHE includes suitable coverage of health and sex education as well as to consideration of the misuse of drugs.
19. Since the last inspection, the school has focused on improving provision for literacy and numeracy and this has paid off with raised standards at both Key Stages 1 and 2. The school has reviewed all areas of the curriculum so that all subjects now have an up-to-date scheme of work which all teachers are following. The use of formative assessment has been developed to inform planning and this has led to a better match of work to pupils' needs, although this still needs further refining in some subjects as the more able pupils are not always fully challenged. In the Foundation Stage, there is a very good balance between group activities led by the teacher and support staff and opportunities for learning through play.
20. There is a well-balanced long-term curriculum map identifying areas of learning for Years 1 to 6. The map links subjects under topic headings, and this cross-curricular approach is exemplified in the school's schemes of work, in which links are made to a number of subject areas, making the curriculum relevant and interesting for the pupils. There is an adequate amount of time allocated to all subjects, including religious education, which was an issue for the last two inspections. All literacy and numeracy lessons are timetabled at the same time in the morning periods across the school. This places a high demand on resources and limits the flexibility of the timetabling of other subjects. Some older pupils expressed the opinion that they would like to have literacy lessons in the afternoon.
21. An extensive analysis of pupils' test papers has been undertaken by the headteacher, deputy and core subject co-ordinators; this has identified areas of strength and areas for development. The school has made good use of this information to make changes to their lesson plans, such as making mental mathematics a discrete subject on all class timetables, to give a sharper focus on improving pupils' mental strategies and techniques.

22. Pupils with special educational need benefit from good levels of support in teachers' curricular planning and this helps them to achieve well in all lessons.
23. The well-structured programme for personal, health and social education has a direct impact on improving the pupils' attitudes and behaviour. Careful planning of liaison activities means that pupils are very well prepared for their transfer to secondary education.
24. There is a wide range of extra-curricular activities that are well attended by pupils. The range covers sporting, musical and cultural activities. These are open to all pupils and some activities are run at lunch times so that pupils who come to school by taxi can participate. Appropriate educational visits and visitors support learning and Year 6 pupils enjoy residential visits to various locations, the choice of which is based on the needs of pupils; for example, circus skills, information and communication technology, and so on.
25. There are sufficient teachers with the necessary qualifications and experience, as well as a good provision of support staff who have received specialist teaching assistant training and have significant skills in developing pupils' understanding. The school uses a difficult site very effectively. Accommodation is spacious, including large play areas for team games and safe indoor and outdoor spaces for the youngest children. This, along with resources in the school, which are satisfactory, overall, has a positive impact on learning.

Care, guidance and support

The school ensures that the care and welfare of pupils is very effective and the arrangements for health and safety are very good. The school provides very good support, advice and guidance for pupils based on the monitoring of their achievement and personal development. Pupils' views are valued and form part of school improvement.

Main strengths and weaknesses

- The care and guidance provided for pupils is a strength of the school. It helps pupils feel secure and well looked after and this helps them to achieve their best.
- The management of health and safety is an example of very good school practice.
- An active student council helps to gauge pupils' opinions of the school and gives them a 'voice' in the school.
- The pupils' mobility rate is high. Pupils who start mid-term receive an individual introduction to the school and planned individual arrangements to help them settle quickly.
- Care for ill and injured pupils is good but is hampered by the location of the welfare room.
- Consultation on the Racial Equality policy has not yet taken place.

Commentary

26. Pupils strongly confirmed how much they valued the excellent relationships they develop with staff. They felt that they would always have someone to turn to if they were ever troubled. The school has a fully inclusive approach to helping all those who are underachieving or have any personal difficulty. This reflects the strong Christian values that permeate everything in the school. Highly effective academic and personal development monitoring enables any underperformance or unhappiness to be detected. Those pupils are helped to resolve issues, organise their work and manage themselves better. This helps to boost pupils' self esteem and have more confidence, which improves the quality of their school life.
27. The arrangements for child protection are very good and all the requirements are met. Pupils with a range of medical needs are catered for very well. All the risk assessments and routine checking systems for health and safety throughout the school are thorough and are very good. The security arrangements are also very good. Clearly understood Internet access policies are in place and adhered to well.

28. The arrangements for inducting pupils in the Nursery are generally good but could go further and involve parents more when pupils continue into F2 and beyond. When pupils arrive at other times, while there is an individual response to new pupils, there is not a structured programme to help them master the school's routines and the complex building quickly and effectively.
29. Pupils feel that they can channel their thoughts and ideas to their class representatives who raise these to the full school council. They feel glad that the school introduced the concern boxes in each classroom and the friendship benches in this way. They also like sharing their thoughts in 'circle time' and can talk to their teachers easily and openly.

Partnership with parents, other schools and the community

The links with parents are very good and the school is held in very high regard. Links with the local community and with other schools are very good.

Main strengths and weaknesses

- There is a very strong partnership with parents, who are warmly welcomed into school as an important part of the school community.
- The school works very closely with parents to support learning, ensure pupils' happiness, and deals with any issues in a very effective way.
- The school is very much at the heart of a close-knit rural community.
- Reports to parents do not include sufficiently clear information on pupils' progress in non-core subjects.
- Parents would like more detailed information about the curriculum their children are covering.

Commentary

30. The school works very effectively with parents to support pupils' learning, and support for the wide range of school activities is very strong. Parents feel a strong sense of partnership, based on mutual trust, and great confidence in the school across all aspects. Ninety-eight per cent of parents who responded to the questionnaire felt that the school was very approachable. There is a widely held view that the school deals promptly and effectively with any complaints and concerns expressed by parents. Similarly, parents feel that the school responds well to any suggestions and ideas on how things could be improved.
31. Parents receive plenty of information about the school, what events are taking place, and how they can be involved through regular newsletters and other publications. Some parents would welcome more detail about the topics their children will be working on so that they can help them find out as much as they can about the subject. There is good sharing of information about pupils' learning and how pupils can be supported at review consultations. School reports, however, only contain coverage on non-core subjects and parents do not get a full written picture of their children's progress. Parents are actively involved in the school, especially when there are any particular issues and other educational needs. The joint approaches to supporting and helping pupils work very well. Many parents are voluntary helpers in school and provide good quality support for reading and other practical activities. The parents' association is very active, providing for a busy social calendar, often involving the local community. Parents' views are surveyed regularly and form an important part of continuous school improvement. Parents appreciate this aspect.
32. Links with the local community are very good. There are particularly strong links with local parishes, and the clergy are regular and welcome visitors to enrich pupils' spiritual development. Pupils regularly take part in local events, such as the large number of sporting activities. There are effective links with external agencies to support pupils with special learning needs.

33. The school works in close co-operation with local schools. There are very good links with receiving secondary schools and these ensure that pupils' transfers go very smoothly and pupils settle quickly. The taster days, projects and activities are very helpful in this regard. The school has developed a wide range of formal and informal links with local schools to benefit learning. The inter-school sports and orienteering programme are enjoyed by older pupils. More able pupils have special workshops and projects to extend learning by offering more challenge at schools in the surrounding area.

LEADERSHIP AND MANAGEMENT

This school is extremely well led and very effectively managed. The governance is good.

The headteacher is an outstanding leader. She is very well supported by the deputy head and other members of the senior team who, in turn, provide strong leadership. Her clear vision and her high profile around the school inspire and encourage staff, pupils, governors and parents.

The school is very well organised and effective in meeting the needs of all within it. Senior managers share a detailed understanding of the school's strengths and weaknesses.

The governors are very active and well informed. The Chair and other key governors are fully aware of the school's priorities and they play a significant role in enabling improvements to occur.

Main strengths and weaknesses

- The affirmation of the unique value of each individual within the school community, ensuring a tangible whole-school approach to inclusion.
- The headteacher's focus on school improvement, taking full account what is best for the pupils.
- Her determination, shared with all staff, to provide the best possible learning experiences for pupils so that they develop into caring, responsible, well-rounded people.
- The supportive management structure that the headteacher has established, within which teachers are encouraged to undertake and extend responsibilities and roles and given opportunities to further their experience and gain new skills and attributes.
- Systematic planning, implementing, monitoring and evaluation of strategies for raising standards and improving the quality of teaching and learning.
- The extensive improvements made since the last inspection, most of which have occurred in the last two years.
- The strong sense of teamwork that pervades the whole school and the valuable contribution made by all.
- The ways in which governors challenge and support the school in sustaining improvement.
- The governing body plays an important role in shaping the vision of the school and guiding its direction.
- The ways in which the school council and the concerns boxes provide a voice for pupils and help in determining school approaches to issues.
- Very effective financial management.
- Staff performance management, linked to specific professional development to ensure that individuals and the school as a whole continue to improve their effectiveness.
- The role and responsibilities of the foundation subject co-ordinators are not as well developed as those within the core curriculum.

Commentary

34. The headteacher was appointed after the previous inspection, and the deputy has been in post for two and a half years. One other member of staff has been appointed within the last year. All other teachers have been at the school for a considerable length of time. In many cases, a long-established staff team can lead to complacency and reluctance to move with the times.

This is most definitely *not* the case at Lambourn. All members of staff, including the non-teaching staff, are fully committed to making available the highest quality provision, whatever their role. In a relatively short time, she has brought together a group of staff to enable them to make rapid improvements. They have addressed with considerable success the issues raised in the last inspection and have maintained or, indeed, improved on elements that were deemed effective at that time.

35. The key to the excellent leadership of the headteacher is the balance, which she gets just right, between being up-front and visible when necessary and taking a back seat when this is the more appropriate approach. She provides many opportunities for others to flourish and gain in confidence. This applies equally to adults and children. She makes clear, in gentle and supportive ways, that she expects the best and, almost without exception, everyone strives to meet these high expectations. Having created a very competent and enthusiastic senior team, she entrusts its members with important roles and responsibilities successfully. She underpins this delegation by supporting a wide range of professional development. These include visiting the United States to study enrichment programmes and the pursuance of further formal qualifications such as the National Professional Qualification for Headteachers. Such activities are not only of great value to individuals but have also greatly benefited the school as a whole.
36. An extremely positive ethos exists throughout the school. Targets, set at all levels and applied across the whole range of school activities, are challenging but realistic, based on careful analysis of all relevant information. Individuals, whether adults or children, are assisted in achieving their targets through helpful feedback and supportive strategies. Collaboration and co-operation are encouraged at all levels. The result of these approaches is that pupils feel empowered to achieve as well as they possibly can and adults are very much part of a united drive to raise standards. In the odd case, when an individual has not made sufficient progress, for example, in improving the quality of teaching and learning in a specific class, more intensive programmes of support and direction have been introduced, with increased monitoring and continual review of performance.
37. The co-ordinators of English and mathematics in particular provide a very strong lead. Alongside the headteacher and deputy, they carry out very detailed analysis of test results and the outcomes of scrutiny of children's work. The information is put to very effective use in managing how pupils will be grouped and how their progress is tracked. Areas of weakness are identified as the focus for future teaching, and the co-ordinators check the impact of this during lesson observations and further work sampling. Any indication of specific groups not performing as well as they could results in focused work to address appropriate issues. For example, an emphasis on resources and reading matter more suited to boys has brought about an increase in the numbers of boys achieving higher levels in national tests. These approaches have resulted in significant improvements in English and mathematics, overall, especially in Years 3 to 6, over a relatively short time. While improvements in other subjects are evident, the school has identified the need to extend the expertise and influence of co-ordinators of all other subjects to bring them up to similar levels of efficiency and effectiveness. In most classes, the needs of pupils of differing abilities are well met, with suitable work set for pupils with special educational needs and tasks to extend gifted and talented pupils. However, the headteacher and senior team have acknowledged that further enrichment of the curriculum and more opportunities for linking concepts and thinking skills across the curriculum are required. The inspection team concurs with this view.
38. Governors fulfil their statutory duties very well. They are aware of the need to consult all relevant parties on their Race Equality Policy – the only aspect of legislation not yet in place. They make a point of visiting the school whenever possible and, even when they are not able to be there in the daytime, they ensure that the quality of information they receive from the headteacher and other managers is such that they are fully informed as to what is happening. They do not shy away from asking questions that put the senior management on the spot. On the other hand, they fully recognise quality and are keen to show their appreciation for a job

well done. They encourage all school events and are very enthusiastic in extending the already very good links with the wider community. All those closely associated with the school are justifiably proud of the diversity of its pupils; they value the opportunities that the children have to befriend and learn alongside pupils with a variety of differing needs.

39. The school makes appropriate use of all its funding, including specific grants, and expenditure supports key initiatives. For example, the governing body made a decision to employ the maximum number of teaching and classroom assistants that the budget would allow in order to reduce the pupil-to-adult ratio and to provide additional support for pupils who needed it for whatever reason. They have kept a watchful eye on this and have drawn up clear criteria, linked securely to raising standards of achievement, against which they measure the impact of their commitment. In general, the headteacher and governors are aware of the principles of best value and they are particularly strong on aspects of comparison, challenge and consultation. The school is extremely fortunate in having an excellent site manager who carries out all manner of maintenance and enhancements to the buildings and its surroundings to very high standards. His contribution is, quite rightly, greatly valued and his helpfulness and dedication make him an important member of the school team.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	471,672	Balance from previous year	12,554
Total expenditure	470,938	Balance carried forward to the next	13,288
Expenditure per pupil	1922		

EXAMPLES OF OUTSTANDING PRACTICE

Example of outstanding practice 1

The ways in which Lambourn promotes good attendance are very effective

Attendance is a very high priority for Lambourn Primary School and the importance of attending school is made very clear both to parents and pupils right from the start during induction. The taking of holidays during term-time is actively discouraged. All absences are rigorously followed up and any patterns of non-attendance are rapidly detected. Unauthorised absence has been commendably eradicated. Where attendance is beginning to falter, steps are taken to prevent any further disaffection, working closely with parents and supported well by the Education Welfare Service. Very good punctuality on arrival to school and to lessons is promoted constantly. As a result, pupils have very good timekeeping and have the important life skill of being on time.

Individual circumstances are evaluated and particular help, advice and support are offered to ensure that pupils are made aware of the care and concern the school has for them. This helps pupils feel valued and stimulates a desire to learn and succeed. As a result, pupils have very good attitudes to learning, great confidence and trust in staff and want to come to school.

Example of outstanding practice 2

An excellent science lesson in a Year 5 and 6 class – forces

The teacher has excellent subject knowledge and excellent working relationships with the pupils. She is a splendid role model - calm, courteous and maintaining a challenging and stimulating ethos within the classroom. She sets the tone for the lesson with quick-fire revision questions and answers on gravity. Pupils are very keen to contribute and their detailed responses show very high levels of understanding. They are then given the challenge to plan an experiment to show how the speed of a falling object can be changed. All pupils are enabled to participate fully in the lesson and those with special educational needs are supported extremely well by the adults working as a team. As pupils plan all aspects of their experiments, the room is buzzing with non-stop, purposeful action. Pupils share ideas freely and the teacher carefully monitors how they are getting on. She questions pupils skillfully to ensure they are clear in their thinking and gives specific advice as necessary. The outcomes of the lesson are excellent. The quality of the teaching and of pupils' learning is outstanding and the whole experience reinforces the notion of excellence and enjoyment.

The Resourced Class

The Resourced Class is very effective.

Main strengths and weaknesses

- The quality of provision is very good.
- Pupils' achievement is never less than satisfactory and they often achieve well.
- The pupils demonstrate good attitudes to learning and integrate well in mainstream activities.
- The quality of teaching and learning is consistently very good.
- The class is very well managed.
- Resources are good.

Commentary

40. The Resourced Class, one of three operating within the local education authority, currently has eight pupils with moderate learning difficulties on the register, although there are places for ten. The number of pupils currently in the class is similar to that indicated in the previous report. The class serves pupils from Lambourn and the surrounding area. Three pupils from Years 2 and 4 attend part-time from mainstream classes in the school; this allows them to access small group work and individual focused work to help meet their identified special needs. Four pupils, from Years 3, 5 and 6 have Statements of Special Educational Need specifically for the Resourced Class.
41. Attainment is very low, with pupils commonly working at levels significantly below those of pupils of similar ages. However, they make small but significant gains in their learning, both socially and academically, in relation to the targets set in their individual education plans.
42. Older pupils work for increasingly sustained periods on writing or computer-based tasks. Pupils concentrate well on practical tasks and demonstrate an evident enthusiasm for their work, whether in the Resourced Class or elsewhere in the school.
43. The curriculum meets the requirements of the National Curriculum, with regular literacy and numeracy teaching, and pupils have appropriate access to all relevant subjects and religious education. Pupils have equal access to extra-curricular activities in the main school. They attend riding for the disabled on a weekly basis; this gives further opportunities for them to develop socially and physically and to take part in an activity which is at the heart of the village community, with its very close links to horse racing.

44. The teacher and the classroom assistant work together very effectively. Pupils' work is planned in great detail on an individual basis, with clear opportunities for joint or individual working built into the daily programme for each pupil. Assessment is detailed and very thorough: both adults have good knowledge of the pupils' needs.
45. The class is separately funded from the rest of the school, but also receives some grant from the school's budget and additional funding and support through the Friends of Lambourn School. Parents are given good support in understanding how they can help their children, and indicated that they were kept well informed.
46. The Resourced Class is functioning well, maintaining the successes indicated at the time of the previous inspection report. There has been a recent change of staff. The headteacher currently teaches in this class, covering a teaching staff absence, and is supported well by a classroom assistant. This change in personnel had been managed very successfully and with great sensitivity. Whilst the arrangements temporarily place an increased burden on the headteacher, the high quality of provision for individual pupils has clearly been maintained. The class continues to benefit from the active and effective support of the special needs governor, various outside agencies and members of the local community.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The Foundation Stage is a strength of the school.

A significant proportion of children start in the Nursery (F1) with communication and other skills that are well below those expected of children of the same age. They make rapid progress in all six Areas of Learning and continue to develop in the Reception class (F2) once they are of statutory school age. The two units are very well led, and managed extremely effectively to ensure that the needs of all children are met. Although physically separate, the classes work very well together to ensure progression and continuity in children's learning and they share the facilities effectively. All adults working in the Foundation Stage classes are part of a well-balanced and supportive team; teachers may take the lead in planning activities but everyone is actively involved in making sure that children gain maximum benefit from them. It is remarkable how easily and quickly adults change their language according to the needs, ages and abilities of the children: within one activity they could be working with a child who has just started in F1 at three years of age together with someone from F2 who is five years old and who has had considerable experience in the Nursery class.

The facilities, especially the outdoor areas, are shared between the two classes and are used very well to provide a stimulating, exciting environment. Play is a key feature of the learning. Many structured and less formal activities are planned with suitable adult interaction. Alongside these are opportunities for children to choose and initiate their own activities, which they pursue to whatever level they wish. Adults join in where appropriate to enhance the learning and to extend understanding and widen vocabulary. There are children whose specific needs are well met through intensive one-to-one input as well as joining in with other children whenever this is possible.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching by all the adults is of high quality.
- Children are well supported.
- Children are enthusiastic, eager to learn and keen to please.
- Children are developing good levels of independence and responsibility.
- A strong sense of mutual trust and respect prevails.

Commentary

47. This area of learning is a strength in the Foundation Stage. The teaching is very good, and effective arrangements are made to ensure that children are supported emotionally and socially. Children are making very good progress to achieve the goals at the end of the Foundation Stage.
48. Children are keen to learn, are confident and independent. They concentrate well when their interest is engaged. Children are encouraged to talk about their feelings and express preferences, for example, at snack time. There are very good relationships between the adults and the children. There are opportunities to work in a variety of social groupings, some adult directed and some child initiated. Sharing and turn-taking is encouraged and the staff are skilful at encouraging the children to negotiate and co-operate. Children are developing independence in dressing and in taking responsibility for personal hygiene. The 'rising fives' stay for lunch prior to starting in the reception class. Children are encouraged to take responsibility for their own learning and select resources independently. This is promoted well

by the excellent resources and layout in the nursery (F1) and reception (F2) classes, both indoors and outside. The adults provide very positive rolemodels for the children. There is an atmosphere of mutual trust and respect for each other and for the children's parents. Children are actively involved in tidying-up and are encouraged throughout the session to maintain the stimulating and inviting environment.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make very rapid progress, often from a low starting point.
- Many opportunities are provided to develop oral and written communication.
- An interest in books and reading is established at a very early stage.

Commentary

49. This area of learning is a strength in the Foundation Stage. The teaching is very good and children are making very good progress towards the goals at the end of F2. There is excellent provision to encourage children to communicate and to develop their writing skills. They are encouraged to use a range of communication skills. This is particularly relevant for those who have poor linguistic skills on entry. Their specific needs are identified early on and the teachers in F1 plan well to meet their individual needs. Children ask questions, describe, explain and make relevant comments about what they are doing. Some children are encouraged to use non-verbal forms of communication and receive positive responses and encouragement from the adults. The children have the opportunity to listen to a range of stories, poems and rhymes and there are some good resources to enhance the children's enjoyment and participation in story telling. The children listen well to instructions, for example when walking to the Lambourn Leisure Centre, along the main road. Children are encouraged to think imaginatively and this is promoted well through carefully questioning by the adults.
50. Throughout the Foundation Stage, children's writing is actively encouraged. There are opportunities for linking sounds to letters, identifying letters of the alphabet, identifying initial sounds and having a go at writing simple words. The teaching is sensitive towards individual needs and there are high expectations of the children's achievement. The children had made a book about their visit to the baker's shop and had made labels for the role-play. Using the story of *The Three Little Pigs*, the older children had sequenced the storyline and written about it.
51. From the work seen around the Foundation I and Foundation II classrooms, the children are exposed to a wide variety of print and are developing an awareness of print carrying meaning. The children's writing demonstrated an understanding of the conventions of writing. The children have rich experiences of acting out stories and taking on the roles of story characters. There are opportunities both indoors and outdoors to retell stories.
52. The children are actively encouraged to write for different purposes in lots of different ways throughout the Foundation Stage. They write labels for models, name their work, write titles for stories, send letters, make shopping lists and are attempting to write more complex words. The staff have provided a rich writing environment, with appropriate teaching to support the children's development. The children are making very good progress towards the early learning goals for communication, language and literacy. This has been an area of improvement since the last inspection.

MATHEMATICAL DEVELOPMENT

Provision in this area of learning is **good**.

Main strengths and weaknesses

- High quality input from all adults.
- Children are given lots of practical experiences.
- Some opportunities to move children on rapidly are missed.

Commentary

53. On the whole, teaching is good. The provision enables children to understand and apply mathematical concepts and numbers through a range of practical experiences. However, there were missed opportunities to develop their understanding of new concepts, such as long, short, through a broader range of practical activities. Children are making good progress towards the goals at the end of Foundation Stage and most will achieve the goals.
54. Children are using number names confidently. They participated confidently in counting Five Currant Buns and some children count beyond ten. Children are encouraged to recognise and use numbers as part of their role-play, for example, outside they were encouraged to find leaves, twigs, etc., and match objects to numbers. This particular activity was well differentiated to match the abilities of the children in both Foundation Stage classes. In the planning, there was evidence of children counting back. During the inspection, there was no evidence of calculating. However, there were examples of such experiences in the planning.
55. Children use simple mathematical language with confidence to describe shape, position, weight and height. They use words like long, short, tall, small, heavy, up and circle. This is encouraged through a range of practical experiences to help children put their learning into a context, for example, to use a long ladder to rescue the cat from a tree. The staff use role-play very effectively to promote problem-solving with the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- a wide range of activities is provided
- adults introduce new experiences in stages to extend vocabulary and to ensure children's understanding
- children are given plenty of freedom to explore ideas independently

Commentary

56. The teaching of this area of learning is very good. Children are making very good progress towards achieving the goals expected of children at the end of F2.
57. Children are actively encouraged to explore and investigate their environment. They are given opportunities to ask questions and find out how and why things work. There are regular opportunities for the children to observe changes by taking part in cookery activities and through the mixing of paints. In F2, the children investigated melting through making 'ice balloons'.
58. Children select appropriate materials and develop techniques in building and joining. They find out about everyday technology through the rich provision made for them. This is achieved

effectively through role-play; for example, in the fire station, outside, the children were using walkie-talkies. In the baker's shop, inside, they used a till and found out how the washing machine worked. The F1 children are told about the passing of time and how long they can play on the soft play materials, the teacher relating this to the position of the hands on the clock.

59. Work in F2 shows that children have thought about what they would like to do when they are older.
60. The F1 children walk to the local leisure centre, which provides the staff with the opportunity to talk to them about the local environment. One child observed that the fence had been painted around the school car park. The F2 children had drawn maps of Hansel and Gretel's walk, adding features of an environment and they have studied the life cycle of a frog.
61. Children are developing an understanding of their own and others' cultures and beliefs. This is taught sensitively through experiences that are familiar to the children and then developed further to extend their awareness, for example, through projects on houses and on Rastafarianism.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- full use of the outdoor area.
- plenty of appropriate equipment to challenge and extend.
- carefully planned programmes for those with physical disabilities.

Commentary

62. This is a strength of the provision in the Foundation Stage. The high quality teaching ensures that children are provided with rich experiences, provision and opportunities to promote their physical development. The challenging outdoor environment encourages children to move imaginatively, safely, develop confidence and through risk-taking, become more adept. They control and co-ordinate their bodies when moving around and are given plenty of opportunities to use a range of gross and fine motor skills by using a range of small and large equipment. The children have the opportunity to use the school swimming pool during the summer. Children are made aware of how to keep their bodies healthy and have visitors in to help them understand this.

CREATIVE DEVELOPMENT

Provision in creative development is very **good**

Main strengths and weaknesses

- a wide range of experiences is provided.
- creative use of indoor and outdoor areas.
- stimulating displays.

Commentary

63. This is an area of strength in the Foundation Stage.

64. Children have the opportunity to explore colour, shape, texture and space using 2-D and 3-D work. They are introduced to a range of techniques and have experiences, provided both indoors and outdoors, on a larger scale. The teaching is very effective; adults make sure that they teach children specific skills while not restricting their natural creativity, curiosity and enthusiasm.
65. There are regular opportunities to explore sound making, both indoors and outdoors. The F2 children have experimented with different instruments from around the world.
66. The children's imagination is encouraged in many different ways and was a strength of the teaching in the way children's imaginative play was developed and extended. This was achieved by introducing new language (for example, breathing apparatus), new resources (the ladder to rescue the cat) and developing little scenarios into the role-play that extend the children's thinking.
67. The teachers in the Foundation Stage have taken part in an 'Oracy project' that involved children from both classes acting out 'The Gingerbread Man' and 'Rosie's Walk'. The staff creates stimulating and exciting role-play experiences, to which the children respond imaginatively and in which they engage enthusiastically. The very effective planning ensures that there is good progression in the learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and speaking and listening are good.
- Standards in writing and spelling are improving.
- The presentation of pupils' work and handwriting are good.
- Subject co-ordination is clearly linked to raising standards and is very effective.
- Teaching is usually at least good and often it is very good, particularly in the classes with the oldest pupils.
- Drama is used well to support work in literacy and across the curriculum.
- Teachers give very helpful feedback to pupils to help them improve, during lessons and in their marking of completed work.
- The teaching of literacy in one of the Year 1 and 2 classes is not as effective as it should be in ensuring pupils' progress.
- The library area is small and not always used to best effect.

Commentary

68. The school has made English, and literacy in particular, its focus over recent years. As a consequence, standards in all aspects are improving and pupils make very good progress in Years 3 to 6 in particular. This is a considerable improvement on the situation reported in the previous inspection. Performance in statutory tests vary year on year because each cohort is different, but the overall trend in English is upward. Test results at the end of Year 6 rose significantly in 2003 and they are above average for all schools and well above average for similar schools. The results of the tests for seven year olds remain below average and they do not yet reflect the significant progress that children make, often from a low starting point, during their first years at the school.

69. The inspection evidence shows that almost pupils, including those from minority ethnic groups, those with special educational needs and higher attainers, achieve well. In one of the Year1 and 2 classes, achievement is impeded by a lack of clear focus to the work. Elsewhere in the school, work is carefully planned to ensure that pupils with special educational needs are very well supported and to help them make good progress. Teachers and teaching assistants provide challenge and support for pupils across a wide range of abilities. Although girls achieve slightly better than boys, the gap is closing rapidly.
70. Most pupils express themselves well and speak confidently to one another and to adults. Younger pupils who enter school with a limited vocabulary and lacking linguistic skills, progress well and many learn quickly how to communicate and make themselves understood. Teachers throughout the school take care and time to explain unfamiliar words, and the use of drama and role-play on a regular basis helps with self-expression and confidence.
71. Pupils show a great interest in and love of reading. From an early age they talk about favourite stories and the characters in them and also about how they find information from books and other texts. Pupils use a good range of approaches to working out unfamiliar words and make good attempts when tackling spellings, drawing upon their knowledge of phonics. One of the Year 1 and 2 teachers is particularly imaginative in creating resources that link words and images in shared texts with ongoing work on extending pupils' vocabulary and writing skills. Throughout the school, reading material is very well chosen to match the interests of all pupils. Fiction and non-fiction is used effectively in developing different types of writing. In Years 5 and 6, teachers used detailed technical extracts on BMX bikes, and skateboards were used to extend pupils' own report-writing, while Jacqueline Wilson's *The Suitcase Kid* provided fine examples of characterisation upon which pupils modelled their own descriptions. Both sources appealed to boys and girls and all pupils of all abilities and backgrounds related well to them.
72. Teaching is good, overall, with some examples of very good lessons. The high quality teaching in Years 3 to 6 includes direct teaching of specific skills according to individual needs, such as in a very good handwriting lesson in Year 3 and 4, and purposeful activities that reinforce pupils' understanding and ability to apply what they have learned in different situations.
73. Planning is well focused on learning objectives and intentions, which are shared with pupils so that they know what is expected of them. Work is carefully planned to meet the needs of pupils of all abilities. Teachers question pupils well, encouraging them to share their ideas and understanding with others in the class. Almost all teachers have good subject knowledge and a clear understanding of how children learn. Teaching assistants provide good support in lessons.
74. Lessons are well paced, with opportunities for whole-class, individual and collaborative work to take place and for pupils to evaluate and reflect upon what they have learned. Pupils are enthusiastic learners and they are keen to have a go and to learn from their mistakes. They co-operate well to complete tasks and take pride in presenting work clearly and neatly. Pupils acquire skills and competence in literacy through well-planned lessons and they have opportunities to practice and improve on them on a systematic basis. Teachers intervene at appropriate points to ensure that pupils maintain good progress and achieve well as they move through the year groups.
75. In the one unsatisfactory lesson, the learning objective was too broad and activities did not contribute successfully to pupils' learning. One group of pupils was unable to carry out work on their own and another relied heavily on a teaching assistant to ensure that they completed their task. The teacher was mainly concerned with group reading, and the session ended with a brief and unstructured plenary.

76. Assessment of pupils' work is, on the whole, thorough and valuable. Teachers undertake detailed marking of selected pieces of work, showing clearly what has been achieved and giving precise guidance for future work. Positive comments encourage pupils to do better. The co-ordinator is a Leading Literacy Teacher and, therefore, she is part of the local authority team that provides demonstration lessons and other professional development for schools in the local area. In school, she has worked successfully with colleagues on planning and has observed teaching. She has given targeted feedback and provided support for individuals as required. Having carried out detailed analysis of test papers from each year group, she has a very clear perspective on what needs to be done to improve standards further and consistently evaluates what has been achieved. Book resources and other reading matter are plentiful in classrooms.
77. The library area, situated in the entrance to the main school is rather small. Although it is a pleasant space for individual or small group reading and research and the books are of good quality, it does not have sufficient books for a school of this size.

Language and literacy across the curriculum

78. Pupils are currently using their literacy and language skills effectively in other subjects. The English co-ordinator has definite plans to develop this aspect further. Drama and role-play already play an effective part of humanities work, and plans are in place to make other links across the curriculum to reinforce literacy skills and to extend the opportunities for writing in a wide range of styles and contexts.

MATHEMATICS

Provision for mathematics is **good**.

Strengths and weaknesses

- Standards in mathematics have improved and are now in line with national expectations.
- This is an improving area of the curriculum and the changes made over the last year have been effective in raising standards.
- Teaching and learning are satisfactory, overall, at Key Stage 1 with very good teaching in one particular class.
- Teaching and learning are very good in lessons seen in Key Stage 2.
- Pupils enthusiasm for learning and their personal and social skills are well-developed
- The support given to all pupils by the teaching assistants.
- The development of self-evaluation strategies by pupils.
- The analysis of pupils' test papers and the use of the information gathered.
- There is not always enough challenge provided for the more able pupils both at Key Stage 1 and Key Stage 2.

Commentary

79. Standards in mathematics are average at both key stages. The school has increased significantly the proportion of pupils achieving Level 2 and above, and 2B and above at the end of Year 2, although the proportion of pupils achieving the higher Level 3 remains well below the national average. Pupils' achievement is satisfactory, with nearly all pupils achieving what they are capable of. Achievement is particularly good in the Year 2 class as a result of effective teaching that is well-matched to pupils' prior learning.
80. Standards attained by the eleven year olds improved in 2003 and are now in line with the national average when compared with all schools and with similar schools. Standards for higher achieving pupils at Level 5 improved in 2003, but still remain well below the national average. The recent standards achieved by seven and eleven year olds in national tests are

also reflected when observing pupils in lessons, talking with them and looking at their work during the inspection.

81. Overall, teaching is good, enabling pupils to learn effectively. Good use is now being made of formative assessment, and lessons are well planned. This recent development in the use of formative assessment merits further development so that the match of work to all pupils, and particularly higher-achieving pupils, meets their needs. The planning, in both key stages, has clear learning intentions that are shared and made explicit to pupils; they are then revisited throughout the lesson to ensure that learning is on the right track. Learning is also linked to previous and future lessons giving pupils a clear framework to their learning. Teachers have good subject knowledge and work hard to develop pupils' use of mathematical vocabulary. The management of pupils' behaviour is good, enabling them to work both independently and collaboratively. Clear explanations, variety in the activity and a brisk pace to lessons help pupils to maintain concentration. Very good use is made of teaching assistants across the school. They have a good understanding of teachers' planning, know what they are doing and support pupils very well.
82. Leadership of the subject is very good. The improvement in achievement has been brought about by the drive and vision of the numeracy co-ordinator, who is well supported by the senior management team. The co-ordinator has very good knowledge and understanding of mathematics and is a first-rate classroom practitioner and acts as a good role model for the rest of the staff. The staff work well together as a team. There is a good development plan, which includes improvements in appropriate areas, which is frequently reviewed and evaluated, giving a clear direction for school improvement.
83. Management is very good. The strengths and weaknesses of the subject have been recognised through effective monitoring and evaluation techniques, which include classroom observations, scrutiny of teachers' planning, scrutiny of pupils' work, analysis of assessment data and analysis of pupils' test papers. There have been significant changes made to the curriculum and teaching and learning following the monitoring and evaluation procedures. These are having a positive impact on raising standards in mental mathematics and solving written problems. The co-ordinator has attended regular co-ordinator training run by the LEA and recently attended training on developing teaching and learning for gifted and talented pupils', which was cascaded back to the whole staff. The staff have a whole-school focus on developing formative assessment.
84. All classrooms have a satisfactory range of resources for covering the basic areas of mathematics and there is a satisfactory range of larger resources that are stored centrally and are well used.
85. During the inspection good use was made of the school's interactive whiteboards, and pupils used computers during lessons to work on shape.
86. There has been a significant improvement in standards since the last inspection. Standards in 2003 are now in line with national averages for pupils at the age of seven and eleven. There has been a change to teachers' marking, which continues to use praise appropriately, but now indicates to pupils how they can improve their future work.

Mathematics across the curriculum

87. Teachers are beginning to provide opportunities for pupils to apply their mathematical skills, knowledge and understanding across the curriculum. This is successful in science, parts of geography and history, in design and technology and, to some extent, in art and design. Pupils' knowledge of chronological order, calculation skills and awareness of space, shape and measures are used effectively when appropriate.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards are above average by the age of eleven.
- Improvements in the teaching of practical and investigative skills have been effective in raising standards.
- There is good progression in the development of fair testing and evaluation through school.
- Pupils enjoy the subject.
- Teaching is often very good in Years 5 and 6.
- Too few pupils achieve the higher Level 3 by the age of seven.
- There are not enough resources, including ICT, to support the work of the most able pupils.

Commentary

88. Standards are average at the age of seven, although too few pupils achieve the higher Level 3. Results for pupils aged eleven were above average in 2003 and there has been an upward trend in results for pupils of this age over the last four years.
89. The work of pupils in Year 2 shows that standards are broadly in line with national expectations. Many Year 2 pupils make appropriate predictions about whether melted chocolate would return to a solid state if cooled. A few of the more able pupils suggested that oil would probably not become solid if stored in a freezer. Year 6 pupils make very confident predictions about the effects of air resistance and the force of gravity on falling objects. Many pupils, and especially the most able, use scientific vocabulary accurately.
90. Achievement in lessons is consistently at least satisfactory; it is often good in Years 5 and 6. Pupils make good gains in their practical and investigative work, and in their evaluations. Pupils with special educational needs are integrated successfully into practical lessons and make good gains in the subject.
91. As pupils move through the school they are given increasingly more challenging practical and investigative tasks which require knowledge and understanding of fair testing. In practical tasks, they are successfully encouraged to predict what will happen, and afterwards to evaluate what has happened. These processes help them to use their skills and knowledge effectively and to gain a good understanding of what they are doing. By the age of eleven, many pupils produce mature and thoughtful evaluations of their work.
92. None of the teaching seen was less than satisfactory. In Years 5 and 6, teaching is very good. Work is planned appropriately for pupils of different abilities. Teachers have high expectations of what pupils can do, and there is usually a high degree of challenge and interest in the activities set for them. Teachers' questioning skills are good. More able pupils are usually challenged effectively, but this is not achieved consistently enough in one of the classes in Years 1 and 2. Whilst levels of challenge are good, resources are barely adequate. As a result, the most able pupils have insufficient access to a wide range of measuring equipment or to data-handling, control and remote sensing technology. Pupils receive good feedback in class. The marking of books is usually good, and, at its best in Years 5 and 6, it constitutes an effective ongoing dialogue between pupil and teacher.
93. Pupils are well-behaved and work hard. They enjoy the subject, and high levels of enthusiasm are evident when they engage in investigative tasks. Good expositions and explanations by teachers and a brisk pace to lessons help pupils to maintain concentration. Pupils are praised appropriately and feel successful; as a consequence, motivation is high and learning is good.

94. Leadership is satisfactory. Staff work well as a team with the co-ordinator and have improved pupils' practical and investigative skills successfully. Management of the subject is satisfactory. An analysis of test results has been carried out, although implications for teaching and learning have not yet been fully translated into action. Some of these, such as need for more work in respect of interpreting data, are relatively long-standing needs.
95. Since the previous inspection, standards have improved at Key Stage 1 but are still not sufficiently high at Level 3. There is a clearer progression in pupils' learning, building more successfully on the good start made in the Nursery. Standards by the age of eleven have improved significantly; good progress has been maintained, and fair testing still remains a strong feature. There is now no significant variation in the results of boys and girls. Pupils with special educational needs make good progress, helped by learning support assistants in Years 1 and 2, but also in classes where there is less regular support.
96. More able pupils achieve well in practical aspects but could do even better with more extension material. Good attitudes persist, and the presentation of work has improved significantly. The quality of teaching has improved and pupils are now keen to work in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Achievement is usually good in Years 5 and 6.
- Pupils' word processing skills are good.
- The subject co-ordinator provides good leadership.
- Older pupils' achievement and attainment are unsatisfactory in respect of controlling and modelling activities because of poor access to the necessary resources, already identified by the co-ordinator as an issue.
- ICT is not used consistently enough to support learning across the curriculum.

Commentary

97. By the age of seven, pupils confidently use a keyboard and mouse to support computer-based activities in English and mathematics. They use simple word processing applications with increasing facility. By the age of eleven, pupils are confident with different operating systems and hardware/software applications. Standards are broadly in line with national expectations at the ages of seven and eleven.
98. Pupils' achievement is satisfactory in most elements of the subject. A system which allows pupils to record their progress is being developed successfully in Years 3 and 4, and this enhances pupils' evaluations of their computer-based work. Unsatisfactory resources impede older pupils' achievements in respect of controlling and monitoring, particularly in respect of remote sensing.
99. Teaching and learning are good in Years 5 and 6, where there is good use of an interactive whiteboard to support learning across different subjects. Good support from classroom assistants helps promote effective teaching and learning in Years 1 and 2. Information and communication technology is increasingly used to support teaching in other subjects, notably English and mathematics. For example, pupils in Years 3 and 4 successfully produced newspaper headlines to highlight historical events.
100. A strength of the learning in the subject is that pupils learn to work with a wide variety of resources, thus developing flexibility and adaptability. Information and communication technology is increasingly used for enrichment work, but this is not yet consistent throughout

the school. Pupils evaluate their work effectively and this supports formal assessment procedures. Pupils of differing abilities make good progress in developing skills in information and communication technology and in applying them when appropriate.

101. The subject co-ordinator has a good vision for the place of information and communication technology in the curriculum and supports staff well. Development planning is realistic, with clear plans to improve coverage of control, modelling and remote sensing. There are sufficient computers but these are of different types and capacities. Whilst encouraging flexibility amongst the pupils, this hampers further development of the resources. However, Internet access and use is now becoming a more regular feature of class work. A considerable amount of staff development has taken place, resulting in significant improvements in teachers' knowledge and confidence.
102. Since the previous inspection, the school has made satisfactory improvement. Standards have been maintained and cross-curricular links are steadily, if slowly, improving.

Information and communication technology across the curriculum

103. Information and communication technology is generally used effectively to support work in other subjects. Pupils use word processing, research and graphical applications to carry out activities and to present work.

HUMANITIES

Geography

The provision for geography is **satisfactory**.

Main strengths and weaknesses

- Geographical content is well taught.
- Effective opportunities for extending pupils' speaking and listening skills.
- Lack of focus on progression in geographical skills and understanding.
- Insufficient resources to ensure full coverage of the subject.

Commentary

104. Only two geography lessons were timetabled during the inspection. Judgements are based on an analysis of work, observations and discussions with the subject leader. Overall, standards are satisfactory and have been maintained since the last inspection.
105. An appropriate range of topics is covered. Units of work are organised in a two-year cycle to meet the needs of classes containing pupils across two year groups. In Years 1 and 2, pupils study specific units on the local area, the seaside and changes in the environment. An ongoing unit develops skills and understanding of the world through the eyes of the character 'Barnaby Bear', who visits many places, some with the pupils, and shares information about his travels. Pupils use maps and plans at various scales and draw a plan of the local area. Evidence from pupils' books indicates that they all record the same activities in the same way and that exercises do not always promote an understanding of the skills of geographical enquiry.
106. In Years 3 to 6 pupils, study, amongst other things, rivers and water, mountain environments, world weather, the local environment and improving the environment. Specific units are linked to studies in history; these include modern Egypt and changes in land use in the British Empire. A range of maps at various scales are studied, and by Year 6, pupils use appropriate

geographical terminology to describe physical features in the landscape such as confluence, meander and tributary.

107. Overall, progress is satisfactory but there are shortcomings. The development of knowledge-based understanding, for instance of the water cycle, is better than the development of and progress in developing mapping skills.
108. There were clear differences in the teaching observed. In the more effective lessons there was a clear focus on making geography interesting, even dramatic, and exciting for pupils. The wide range of activities gave plenty of opportunities for pupils to play an active part. Well-focused discussions helped to increase their understanding of concepts specific to geography alongside reinforcing existing skills such as speaking and listening, without losing track of the main purpose of the lesson. As a consequence, pupils were keen to learn and to contribute to the lesson and to practice their newly acquired skills. They made satisfactory progress and achieved what was expected. The other lesson lacked a clear focus on teaching geographical skills and understanding. The teacher did not take into account the age and range of abilities of the pupils and the activities did not suit the overall objectives, nor were appropriate resources provided.
109. Pupils were not engaged in the lesson and their learning, progress and achievement were unsatisfactory.
110. There have been recent changes to the scheme of work, and the subject leader has already identified some areas for improvement. The co-ordinator has identified the following as areas for development: developing assessment at the end of each unit; the monitoring of teachers' work and the establishment of portfolios of pupils' work, representing different levels of attainment. Resources, overall, are barely sufficient to meet the demands of the subject and, with the exception of library books, those that are centrally stored are not easily accessible.

History

The provision for history is **satisfactory**.

Main strengths and weaknesses

- Good use of information and communication technology and other sources of information.
- Opportunities for pupils to put themselves into the role of people of the past.
- Teachers have good subject knowledge.
- Appropriate links with other subjects.
- Well-presented pupils' work.
- Resources are barely adequate, overall.

Commentary

111. Standards in history are at least in line with expectations and there are elements of the subject in which achievement exceeds expectations. Standards seen during the last inspection have been maintained and, in some aspects, improved. No lessons were observed in Years 1 and 2, but work in books shows adequate coverage and satisfactory achievement.
112. Two lessons only were seen in Years 3 to 6. Evidence from current work in lessons, books, displays and from talking to pupils shows good levels of understanding of different historical periods and of changes within them. Pupils achieve well and make good progress. In Years 3 and 4, as part of their work on Invaders and Settlers, pupils clearly comprehend why people moved to new territories and, through role-play, demonstrated how they thought local people would view newcomers. Older pupils have studied the Tudor dynasty and, amongst other work, have linked their learning in history with art and design, creating seals and miniature

portraits. Their work on newspaper headlines shows a clear appreciation of the main issues of the period.

113. Teaching is of good quality. Teachers encourage research using all available printed materials as well as information and communication technology and the Internet. Other resources, including artefacts, are not well sorted and stored appropriately to make them readily accessible to teachers and pupils. Pupils are enthusiastic to learn about the past and they make valid comparisons between their lives and those of people in history. They learn well, collaborating successfully and sharing resource materials effectively. In role-play, they listen carefully to one another's ideas and appreciate different points of view. Teachers ensure that pupils apply historical skills and understanding successfully to a range of contexts. Pupils are particularly good at determining whether the sources of information they are using enable them to make definite judgements about the past or if they cannot be certain.
114. Throughout the school, topics are planned on a two-year cycle to avoid repetition and overlap. This ensures suitable coverage of the Programmes of Study over time. However, when the gap between history units is too long, the progress of younger pupils in particular in developing skills, knowledge and understanding, is inhibited. Co-ordination is satisfactory; the co-ordinator has begun to look at planning and resources but has not yet had opportunities to monitor teaching and learning in lessons.
115. Overall, improvement since the previous inspection has been satisfactory.

Religious education

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

Main strengths and weaknesses

- Good subject co-ordination.
- Effective coverage of the locally Agreed Syllabus.
- Good range of artefacts and learning resources relating to world faiths.
- Pupils are sensitive and respectful of the beliefs of others.
- Very good teaching in Years 3 to 6.
- Poor example of teaching in a Year 1 and 2 class.
- Some work not well-focused on key subject skills.

Commentary

116. Religious education was deemed to be unsatisfactory at the time of the last inspection. The subject co-ordinator has brought about significant improvement since then. Current standards are within the requirements of the locally Agreed Syllabus in Years 1 and 2 and above those expected in Years 3 to 6. Pupils achieve well and make good progress. They show a good level of understanding and knowledge of the key elements of the religious faiths they have studied.
117. Younger pupils have looked at celebrations within different religions and they recall features of the Diwali story as well as customs related to birth and acceptance into faiths, such as baptism. Unfortunately, a lesson observed in Year 1 and 2 did not take this understanding any further and, after retelling the story of Rama and Sita, pupils were given the task of making a greeting card within very narrow constraints. This activity limited their creativity and added little to their familiarity with aspects of Hinduism.
118. By contrast, in Years 3 to 6, some highly effective lessons were observed. Pupils in different year groups explored elements of Judaism and Sikhism using real or simulated artefacts. Teachers were knowledgeable and well prepared and had planned a clear focus for the

learning. Pupils' respect for and sensitivity towards these faiths was very evident. They related concepts to their own experiences and were keen to learn as much as possible.

119. The co-ordinator has revised and re-written the overall scheme of work for the whole school and has supplied colleagues with specific units of work upon which to base their lessons. While she has not observed lessons taking place, she has looked at pupils' work to monitor coverage and standards and has acted upon any discrepancies.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

120. Art was not taught during the time of the inspection. Judgements are based on analysis of work, observations and discussions with the subject leader. Overall, standards are good and have been maintained since the last inspection.
121. Pupils' work shows that there are opportunities to use an appropriate range of materials and a suitable range of techniques is experienced. Pupils' sketch-books for Years 5 and 6 show they have opportunities to use a variety of materials and to develop different ways of using them. All pupils have opportunities to draw from observation, experiment in colour, line and texture and develop and apply their skills in producing high quality pieces of work. The works of artists from around the world are used as sources of inspiration and aids to develop pupils' own skills and techniques. In Years 1 and 2 pupils looked at the work of Kandinsky and his use of colour to convey mood, whilst the Art Club used Van Gogh's *Sunflowers* and Picasso's *Weeping Woman* to explore colour, line and texture.
122. The subject leader is currently reviewing the policy and scheme of work for art. Portfolios of work to reflect standards have yet to be developed. Pupils work in three dimensions, and working with local artists and craftspeople has been identified as an area for development. Opportunities have yet to be provided for the subject leader to observe lessons.
123. The resources for art are barely sufficient to meet the demands of the curriculum. The subject leader has identified the need to review resources to meet the demands of the new scheme of work.

Design and technology

Provision for design and technology is **satisfactory**

Main strengths and Weaknesses

- Planning clearly indicates progression in skills through the school.
- Pupils' evaluations of their work are often good.
- The subject is well co-ordinated.
- Too little use is made of ICT to enhance learning in the subject.

Commentary

124. No design and technology lessons were seen during the inspection. Consequently, no judgements are made on the quality of teaching and learning. Other judgements are based on looking at completed work, teachers' planning and talking to pupils and teachers.
125. Achievement is satisfactory. Standards are broadly as expected at the ages of seven and eleven. Pupils make at least satisfactory progress in designing and making and sometimes good gains in their skills of evaluation. Pupils in all years make thoughtful reflections on what they have done. Finished work indicates that improvements have been made in respect of

pupils' joining skills, as, for example, in respect of the windmills, moving pictures and buggies made in Years 1 and 2, and the construction of picture frames and burglar alarms in Years 3 and 4.

126. Teachers' planning is clear and pupils are successfully encouraged to set their plans and written work out neatly. Pupils in Years 5 and 6 sometimes use ICT effectively to design and record; for example, in their plans for a beach hut. But this practice is not consistently undertaken in the school.
127. Monitoring is undertaken regularly, using photographs and samples of work. The co-ordinator has commented appropriately on the need to ensure that sufficient time is allocated to the completion of assignments. There is now an appropriate balance between designing, making and evaluating elements of the subject.
128. Since the previous inspection, long-term curriculum planning has improved. Planning and making time over a series of lessons has been consolidated, ensuring more effective continuity of learning for pupils. Pupils now evaluate fitness for purpose more readily in respect of their completed items.

Physical education

Provision for physical education is **good**.

Main Strengths and Weaknesses

- The teaching observed ranged from satisfactory to very good, but is satisfactory, overall.
- Pupils collaborate well together to produce a structured dance sequence.
- The range of resources available for indoor and outdoor PE is good.
- Lessons are well planned; having a clear learning focus and are well-structured.
- Good levels of inclusion with pupils from the Resource Unit.
- Good range of extra-curricular provision.
- The cross-curricular reference to work on 'Forces – centre of gravity' in science, during a gymnastic lesson on balance.
- Unsatisfactory quality of pupils' movement in the dance lesson.

Commentary

129. Improvements since the last inspection are satisfactory. No lessons were seen in Years 1 and 2 due to the timetabling of the subject during the inspection week. Achievement in Years 3 to 6 ranges from satisfactory to good; it is satisfactory, overall. Standards are good in gymnastics where pupils evaluate and then improve the quality of their movements and balances. Progress in lessons in Years 3 to 6 varies from satisfactory to very good; it is satisfactory, overall.
130. The quality of teaching in Years 3 to 6 ranged from very good to satisfactory and is satisfactory, overall. Lessons are well planned, having a clear learning focus, and they are well-structured. In dance there are too few opportunities for pupils to evaluate their work and this leads to pupils producing low quality movements. The brisk pace of lessons and teachers' high expectations of the quality of pupil's movements encourage a positive response from pupils. They are given the opportunity to improve the quality of their work through self-evaluation. The teacher in a Year 5 and 6 lesson made good use of work on balance to reinforce science work that pupils had been covering on 'Forces'. The majority of pupils worked hard in this subject. They respond well to the insistence of high standards of behaviour and most enjoy the subject. Clear explanations, variety of activity and a good pace help them maintain concentration. All pupils, including pupils from the Resource Class, are encouraged to participate and there is good use of praise to make them feel successful.

131. Leadership of the subject is sound. A new and comprehensive scheme of work has been introduced across the school, covering all strands of the subject, which all staff are following. The co-ordinator runs and has organised a good range of extra-curricular activities, which are well-attended and that pupils enjoy. Management is satisfactory. The co-ordinator has monitored teachers' planning and has had the opportunity of feedback to staff on his evaluations. A timetable for the observations of lessons has been established, but, at present, no observations are being carried out. Resources for indoor and outdoor PE are good and are well deployed. The school makes good use of its swimming pool, basketball court, school hall and field to offer pupils a broad physical education curriculum.

Music

Provision for music is **very good**.

Strengths and weaknesses

- Very good leadership and management by the music co-ordinator.
- The new music policy and schemes of work, which ensure that all strands of the music curriculum are covered.
- A good range of extra-curricular activities.
- A good range of musicians visiting the school.
- A good range of quality instruments that are used well by pupils.
- Pupils performing in high quality musical events.
- Pupils with special educational need make good progress.
- Progression in music is not yet tracked effectively.

Commentary

132. During the inspection only one lesson was seen because of timetabling constraints. Therefore, no judgement can be made about standards in the subject. However, in the lesson seen in the Resource Unit pupils made good progress. Pupils plan and deliver a performance involving two-part singing, using instruments to support their singing, and they pitch and sustain notes correctly. During the choir practice pupils demonstrate an understanding and ability to respond appropriately to dynamics and tempo. The quality of teaching seen in the lesson was good. The lesson was well planned and well prepared. The learning intentions were very clear and shared with pupils effectively. The teacher had good subject knowledge and kept pupils' attention throughout the lesson.

133. During assembly time, pupils across the school show enthusiasm for singing and they listen with care and appreciation to the music played at the beginning and end of the session. Leadership of the subject is very good. The music co-ordinator is very enthusiastic and has a clear vision for the improvement of the subject, which is outlined in the school development plan. Management of the subject is very good. The co-ordinator has carried out monitoring and evaluation of teaching and learning and has highlighted strengths and weaknesses in the subject and areas for future development. A new scheme of work has been introduced, which ensures that teachers cover all the strands of the music curriculum. The co-ordinator is very well supported by the deputy headteacher who is leading training with staff to improve their skills and understanding in music.

134. This is an improvement on the last inspection, when music was judged to be unsatisfactory. Since the last inspection, two music specialists are now employed by the school and they have had a significant impact on raising the profile of the subject. Improvements from the last inspection include:

- weekly time allocations are consistent across the schools and are appropriate for the teaching of music.

- pupils' singing in assembly is good; they sing with enthusiasm.
- the school has a scheme of work that covers all the strands of music, which the whole school follows.
- information and communication technology is now supporting learning in this subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

The provision for pupils' personal, social and health education (PSHE), including citizenship, is **very good**.

Main strengths and weaknesses

- Very good standards are achieved across the school.
- Citizenship is an integral part of PSHE.
- Skilful and sensitive teaching is evident.

Commentary

135. During the inspection, one PSHE lesson and one 'circle time' session were observed. Judgements are based on observations of pupils at work and play, discussions with the subject co-ordinator, other staff, pupils and parents, and an analysis of planning and other evidence.
136. Standards are very good in all aspects. Pupils' personal, social and health education is a strength of the school. A wide and appropriate range of topics are covered within the scheme of work and pupils have ample opportunities to develop their skills, knowledge and understanding in all areas. Citizenship forms an integral part of the PSHE curriculum. The school's promotion of pupils' well-being extends beyond the taught PSHE curriculum; it is at the heart of all they do.
137. In Years 1 and 2, pupils are taught about keeping healthy and safe, rules and responsibilities, friends and families. In 'circle times' they understand the importance of taking turns and listening to others, whilst knowing that their views will also be heard. Pupils in Years 3 to 6 have opportunities to consider their personal achievements, healthy life styles, relationships, the law, rules and responsibilities and similarities and differences between people amongst others. Specific units of study cover sex and relationships and the misuse of alcohol and drugs.
138. The teaching observed was both skilful and sensitive. Specific objectives and learning intentions were shared with all, ensuring that pupils remained focused on the topic in hand. Teachers established a calm purposeful atmosphere with opportunities for reflection, high expectations of behaviour and respect for everyone's views. Pupils responded well to this and to the probing and challenging questioning that teachers ask to extend and support pupils' thinking. Praise and positive feedback are used effectively to promote high standards. Pupils' achieve well and demonstrate sensible attitudes to lessons. They are prepared to accept the opinions of others if they are supported by suitable evidence; they take turns patiently and help others to express themselves without putting pressure on them.
139. The school has an active school council which has brought about a number of changes, including friendship benches and concern boxes. Issues brought to the school council are introduced in to 'circle times' as appropriate. Pupils who represent their classes take the role very seriously but they do not take advantage of their position. Pupils clearly understand the purpose and function of the council and their discussions during PHSE lessons contribute to ideas that are put forward at council meetings. PSHE has contributed to the school gaining a Silver Healthy Schools Award.

140. The development of this aspect of the curriculum has taken place since the previous inspection and, therefore, represents significant improvement since then. The co-ordinator is leading and managing the subject very successfully. She has drawn up very effective schemes of work and she supports colleagues very well, providing clear guidance and inspiration.

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	1
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	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	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	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	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	3

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