

INSPECTION REPORT

**LANGFORD BUDVILLE CHURCH OF ENGLAND PRIMARY
SCHOOL**

Langford Budville

Wellington

LEA area: Somerset

Unique reference number: 123796

Headteacher: Mrs C Groves

Lead inspector: Mrs J Hooper

Dates of inspection: 2nd – 4th February 2004

Inspection number: 256684

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	mixed
Number on roll:	59
School address:	Langford Budville Wellington Somerset
Postcode:	TA21 0RD
Telephone number:	01823 400483
Fax number:	01823 401003
Appropriate authority:	Governing body
Name of chair of governors:	Rev D Randell
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school situated just outside the town of Wellington serves an immediate area of mainly private houses. However, over half the pupils come from some distance away because parents choose to send their children to the school. There are 59 pupils on roll, ten fewer than at the last inspection. They are in three classes. The percentage of pupils who leave or join the school other than at the normal times is well above average. Apart from two pupils who have Chinese backgrounds, all pupils are white; currently there are no pupils who speak English as an additional language. The percentage of pupils eligible for free school meals is very low. The attainment of groups of children when they enter the school varies considerably from year to year. However, overall, children's attainment on entry tends to be below average in all areas of development. Twenty eight per cent of pupils have special educational needs which is well above national figures. None has a Statement of Special Educational Need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15334	Mrs Julie Hooper	Lead inspector	The Foundation Stage curriculum English Geography History Religious education English as an additional language
19322	Ms Judi Bedawi	Lay inspector	
12116	Mrs Christina Morgan	Team inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Physical education Special education needs

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound education for its pupils and gives satisfactory value for money. The ethos of the school enables pupils to learn in a warm and friendly environment that is highly inclusive and clearly supports learning. The leadership and management of the school are satisfactory overall. The headteacher provides good leadership and has moved the school on well after a period of unrest due to changes in the leadership of the school.

The school's main strengths and weaknesses are:

- Standards in information and communication technology are above average in Year 6.
- Standards in English, mathematics and science are currently below average in both Years 2 and 6; in the latter a high proportion of pupils have special educational needs.
- The quality of teaching is good in Years 3 to 6 and satisfactory elsewhere.
- The very good provision for the pupils' moral and social development leads to very good relationships between pupils and pupils and adults so that pupils display very good attitudes and behaviour.
- Governors do not fulfil their statutory duties fully and are not involved enough in the management of the school.
- The provision for pupils with special educational needs is very good.
- The very good links with parents and the immediate and wider community have a positive effect on pupils' learning.
- The accommodation limits the school in its provision of some subjects of the National Curriculum.

Despite the problems associated with changes in staffing school improvements have been satisfactory since the last inspection in March 1998. Provision and standards in information and communication technology are much better. Schemes of work are in place for all subjects and assessment procedures have improved especially in English, mathematics and science. Some monitoring of teaching and learning is being undertaken but the school has identified this as an area for further development. Improvements have been made to the building and outside areas to provide a pleasant learning environment.

STANDARDS ACHIEVED

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

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

Most pupils achieve satisfactorily in their learning. Over the years 1999 to 2003 the school results in the national tests, have varied considerably. This is due to the small number of pupils and the large variation in the proportion of pupils with special educational needs in the year groups, so interpretation of data should be treated with caution. In their national tests in 2003 pupils in Year 2 attained well below average standards in reading and mathematics and below average standards in writing. In Year 6, the school's results in English were above average and average in mathematics and science. The targets set for 2004 for Year 6 pupils in English and mathematics are challenging but realistic. The school is quick to pick up on standards that are not as good as it expects and put strategies in place to improve them.

The achievement of children in reception is satisfactory. They entered school with overall attainment inclined to below average. Although a small proportion are on line to achieve the expected standards in all areas of their learning by the end of the year, the majority are unlikely to unless their rate of progress improves.

Achievement in Key Stages 1 and 2 is satisfactory. In the current Years 2 and 6 most pupils are achieving below average standards in English, mathematics and science. But there is a very high proportion of pupils with special educational needs in Year 6. Pupils achieve well in information and communication technology in Years 3 to 6 so that pupils in Year 6 are attaining above average standards. Standards in swimming and singing are above the expected standards. There was insufficient evidence to make a judgement on achievement and standards in religious education.

The provision the school makes for the pupils' personal qualities – including their spiritual, moral, social and cultural development - is good overall. This has a significant impact on the very good attitudes pupils have to their work and their very good behaviour. Attendance is broadly in line with that nationally.

QUALITY OF EDUCATION

3. The quality of education provided by the school is satisfactory overall, with good features. The school has developed a strong and appropriate emphasis on developing cross-curricular links between subjects. The school provides a wide range of out-of-school activities which enhance the broad and balanced curriculum. The quality of teaching in the lessons observed was good in Years 3 to 6 and satisfactory in Years 1 and 2. In the reception class the quality of teaching is satisfactory. However, the children do not have sufficient opportunities to pursue their learning through independent activities. Learning support assistants provide very effective support for pupils and teachers. Pupils with special educational needs are well taught. The overall quality of pupil care, protection and health and safety is satisfactory. There are very good links with parents who are very supportive of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher provides good leadership and has a clear vision for the school's future. She is committed to raising standards and giving pupils the best education. Although very supportive, most of the governors are newly appointed and currently rely too heavily on the headteacher and have little influence in leading the school and holding it to account. Control of the school's finances and the day-to-day management of finance are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are very happy with the education the school provides for their children. They appreciate in particular the 'open door' approach and family atmosphere in the school where their children are looked after well. They like the quality and wide range of activities the school provides both within and out of school hours, the good teaching and good behaviour the school promotes. They feel they are well informed about what their children are learning and how they are getting on in their work. Most pupils enjoy school and are keen to participate in the wide range of activities the school provides.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Improve standards in English, mathematics and science of the youngest pupils.
- Develop the role of the governors so they are fully involved in the strategic management of the school.
- Seek ways of improving the accommodation.

and, to meet statutory requirements:

- Ensure all statutory policies and procedures are in place.
- Undertake regular risk assessments and health and safety checks.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory. Standards are below average in English, science, and mathematics in Years 2 and 6 but above average in singing, information and communication technology and swimming in Year 6.

Main strengths and weaknesses

- 3.2 The improved provision in information and communication technology has been a contributory factor in raising standards in the subject.
- 3.2 The trend of improvement in standards of English, mathematics and science in Year 6 and in reading, writing and mathematics in Year 2 and 6 has been below that of other schools.

Commentary

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

Standards in:	School results	National results
English	28.0 (24.6)	26.8 (27.0)
mathematics	26.5 (22.2)	26.8 (26.7)
science	29.0 (23.4)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

- 3.1 The average point scores for 2003 in the national tests at the end of Year 2 are not published in the report in order to protect individual pupils from being identified as there were only six pupils in the year group. For pupils in Year 6, the results were above average in English and average in mathematics and science. These results were a great improvement on those in 2002. However, it is important to note that statistics are very unreliable because of the small number of pupils in the year groups and are likely to vary considerably from year to year.
- 3.2 The achievement of children in reception is satisfactory. Overall, they entered school with attainment tending to below average but are generally making satisfactory progress in their learning. Although a minority of children are on line to achieve the expected standards in all areas of learning by the end of the year, it is unlikely that the others will, unless they make better progress in their work.
- 3. Achievement in Key Stages 1 and 2 is satisfactory. The disruption in teaching pupils experienced especially during the period of unrest in the school has had negative impact on the pupils' progress, especially the older pupils. Although pupils are now benefiting from a more stable school, teachers of the older pupils are still catching up on basic skills in order to improve standards. Standards in English, mathematics and science are currently below average at the end of Years 2 and 6. Compared with other schools, there is a higher proportion of pupils who have special educational needs; well over half the pupils in this year's Year 6 group have been identified as having special educational needs.
- 3.4 Where standards are not as good as the school expects, it is quick to pick up on these and put strategies in place to improve them. For example, the school is seeking to improve pupils' spelling skills and has developed a whole school strategy to do this. Teachers recognise that this should also have a knock-on effect of improving pupils' writing skills. There are no significant differences between the performance of boys and girls over time. However, the

3.

3-school has noticed in their analysis of tests and assessments that boys do not do as well as girls in reading. They are addressing this issue by providing more reading material that appeals to boys.

3-5. Pupils with special educational needs achieve satisfactorily. There are clear criteria for inclusion in intervention programmes. There is a strong and appropriate emphasis on the early identification of learning difficulties. Careful diagnosis and the development of precise and carefully targeted programmes for addressing specific learning difficulties are in place. Targets on pupils' individual education plans are precise and measurable.

3-6. Pupils' standards in information and communication technology are above average in Year 6 and pupils achieve well. They put their information and communication technology, literacy and numeracy skills to good use in other subjects. Although there is not enough evidence to make judgements on standards of the whole of the music curriculum, standards in singing are above average, showing good achievement. Likewise, there is insufficient evidence to make an overall judgement on standards in physical education but pupils achieve well in swimming and attain above average standards. There was insufficient evidence to make a judgement on achievement and standards in religious education.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their personal development is good. Their spiritual, social, moral and cultural development is strong features. Attendance rates are close to the national average.

Main strengths and weaknesses

- Pupils' very good relationships, behaviour and attitudes make a strong contribution to teaching and learning.
- The school's high expectations of behaviour.
- The school's efforts to build pupils' self-esteem.
- The school's efforts to develop pupils' awareness of their responsibilities in society.
- Registration procedures do not comply with requirements.

Commentary

3-7. The pupils' attitudes, values and personal development are strengths of the school and better than at the last inspection. The reception children settle into school and quickly learn the routines; the older pupils in the class act as good models for them to follow. Classrooms are calm and orderly and operate effectively without overt systems of rewards and sanctions. Pupils are polite and courteous and respond well to the caring and welcoming ethos of the school. The school has an overarching policy of valuing pupils as individuals, finding and reinforcing their strengths and building up self-esteem.

3-8. Teachers are good role models for pupils and set very clear expectations of appropriate behaviour. Class routines are clear and pupils operate them without fuss, settling quickly to their work and working conscientiously for appropriate lengths of time. Pupils in the junior classes are given regular opportunities for collaborative and independent working and respond positively to all the school has to offer. The school actively seeks pupils' views through questionnaires and responds to the findings.

3-9. No incidents of bullying were seen during the inspection and pupils confirm that the school is a calm and orderly environment where their views are valued and behaviour is good. Pupils' relationships with adults and with each other are good. High levels of mutual respect and sensitivity to other people's feelings are a characteristic of the school atmosphere. Pupils help

and support each other and are happy and secure in a school where all are made to feel important. School assemblies promote positive values such as 'being yourself'.

3-10. The school operates within a strong Christian framework and pupils are given regular opportunities to reflect on the meaning of faith. They are also aware of the different faiths and cultures around the world through positive links such as sponsoring a child from Uganda. The school is very much part of the village and pupils grow up with a positive view of their role in the community. However, the school is also keen to develop a global perspective to citizenship and pupils are aware of major issues beyond their immediate locality.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

3-11. Attendance is similar to most primary schools, but is not as good as at the last inspection. Current registers show some unauthorised absence. They do not comply with regulations because pupil marks are missed, pencil entries are made and totals and some data are incomplete. Pupils arrive at school promptly.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
50	1	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory with some good features. The wide range of out-of-school activities, school visits and visitors to the school enhance the broad and balanced curriculum. The quality of teaching is good in Years 3 to 6 and satisfactory elsewhere. The school provides a caring, inclusive learning environment. The needs of pupils with special educational needs are catered for well. The vast majority of parents are very supportive of the school.

Teaching and learning

In Years 3 –6 teaching and learning were nearly always good. In Years 1 and 2 and Foundation Stage teaching and learning was satisfactory although some good teaching was observed. Assessment procedures are effective and manageable and used well to track pupils' attainment, achievement and progress especially in English, mathematics and science.

Main strengths and weaknesses

- Teachers plan their lessons well, clearly indicating what they want pupils to learn.
- Teachers have a good knowledge of the subjects they teach and impart it well.

- They teach the basic skills of literacy and numeracy well in Years 3 to 6.
- Teaching in reception and Years 1 and 2 tends to be over-directed and pupils do not get enough opportunities to think for themselves.
- Assessment procedures are good in English, mathematics and science and are generally used well to provide appropriate work for all abilities.
- Learning support assistants are used very effectively to support pupils' learning.
- The teaching of pupils with special educational needs is good.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	13	5	0	0	0

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

3-12. Although the curriculum for the reception children is planned in line with that expected for children of this age, the children are not given the creative and investigative experiences they need. In the lessons observed the work was often too directed and learning opportunities were missed, so children were not given the chance to think for themselves and develop independence in their learning. As a result, in some lessons they did not always make the progress they should and their achievement was limited. Teaching of the basic skills in reading and mathematics is satisfactory. The good relationships in the class are generally effective in providing a positive social experience for these children.

3-13. During the inspection the quality of teaching was better in Years 3 to 6 than in Years 1 and 2. Teachers plan work well to meet the demands of the National Curriculum and literacy and numeracy lessons are executed in line with the strategy requirements.

3-14. The teaching of English and mathematics was good in Years 3 to 6 and satisfactory in Years 1 and 2. Throughout the school areas for development have been carefully identified and focused upon. Key skills of reading and writing are taught progressively and are built on systematically as pupils move through the school so pupils make sound progress. In mathematics the pupils in Years 3 to 6 had more opportunities to develop their mathematical knowledge through investigation and problem solving than in Years 1 and 2. In addition, skilful questioning techniques were often used to challenge pupils' thinking in these year groups.

3-15. Teachers have high expectations of behaviour and the mutual respect that exists between the teachers and their pupils often creates a keen learning environment. Teachers have a good knowledge of the subjects they teach and use this effectively to support learning. This was particularly so in the information and communication technology lessons observed where the teachers demonstrated and explained precisely what pupils were expected to achieve. This has had a significant impact on development of information and communication technology skills in Years 3 to 6 resulting in above average standards in Year 6.

3-16. Teachers plan their lessons well and frequently involve pupils in their own learning by telling them what they are going to learn at the beginning of the lesson. However, they do not always follow this up at the end of the lesson in challenging them to demonstrate that they have achieved this. Marking is variable. Although most teachers make supportive comments in their marking, only in the best cases do they give pupils a further focus for improving their work. Pupils say they appreciate this as it helps them to do better work.

3-17. Assessment procedures in the reception class are satisfactory. The teacher and learning support assistants know the children well. The teacher keeps informal assessment records from observations made by her and the learning support assistants.

3-18. The school has very good assessment procedures in English, mathematics and science and these are applied consistently by all teachers. Information from tests taken by different year groups, together with an analysis of the Year 2 and 6 national assessment test results, are used to identify areas for development and to set whole school targets. Assessment of learning is developing well in other subjects, for example, through the testing of the pupils' knowledge at the end of topics or units of work.

3-19. Teachers use the information gained from evaluations and assessments of the pupils' learning effectively to guide their planning and to target the work of groups and individual pupils especially in Years 3 to 6. The information is also used to group the pupils according to attainment in English and mathematics lessons as well as to focus on those pupils who need additional help. Most teachers have a good knowledge of the needs of the pupils and in the best lessons work is matched to individual as well as group needs, so that all pupils experience success, make sound achievement and gains in their learning.

3-20. Teachers use effective teaching methods which enable pupils identified with special educational needs to achieve at least satisfactorily. Teachers plan the match of tasks to pupils' needs well. They work well with the help of the learning support workers most of whom have good expertise to meet the needs of these pupils. In the best cases the degree of support is carefully managed in order to ensure that all pupils have opportunities for independent working and do not become too dependent on adults. In all classroom activities, the learning support workers are well briefed by teachers as to what the pupils are learning and how they should make their contributions. They provide valuable support for teachers.

The curriculum

Curricular provision is satisfactory with good features.

Main strengths and weaknesses

- There is a good emphasis on curricular links between subjects.
- Lack of sufficient emphasis on subject specific skills and knowledge in Years 1 and 2.
- The very good provision for pupils with special educational needs.
- Good opportunities for enrichment of the curriculum
- The negative impact of the accommodation on learning.

Commentary

3-21. As at the last inspection the school provides a broad and balanced curriculum which meets statutory requirements and the needs of its pupils. The school is at a point where a curriculum unique to the needs of the school is beginning to emerge. There is a strong and appropriate emphasis on developing cross-curricular links between subjects. Literacy and numeracy skills are used well to support learning and opportunities to use information technology are firmly embedded into other subjects.

3-22. The curriculum for children in the reception class is planned for the six areas of learning. However, planning does not always identify clearly enough the specific skills and what children are going to learn for individual lessons. The work planned tends to be a bolt-on to that of the pupils in Year 1 and 2 in the class. In some lessons there is an overemphasis on adult direction and too long spent on formal tasks, whilst at the same time there are too few opportunities for activities which children choose for themselves.

3-23. In Years 3 to 6, the links between subjects help to create an interesting and coherent curriculum which doesn't sacrifice the need to develop subject specific skills. In Years 1 and 2,

the emphasis on an integrated curriculum has swung the pendulum too far and discrete skills and essential knowledge are not being sufficiently developed. .

- 3-24. The school is a stimulating learning environment with attractive displays of pupils' work. However there are specific problems with the building which are having an impact on pupils' learning, despite the school's efforts to mitigate them. Chief amongst these are the lack of a computer suite and dedicated library area. This limits opportunities for independent research and unscheduled use of computers. At present, pupils have to travel to a neighbouring primary school in order to use their suite. The buildings also impose limitations on the school's use of digital projectors.
- 3-25. The limited toilet accommodation has health and safety implications, and the necessity for pupils in the outside classrooms to go to the toilets in the main teaching block, has implications for supervision and teaching time.
- 3-26. The school has no hall. All pupils travel to a very good sports centre in the neighbouring town. However, the full gymnastics curriculum cannot be taught, mainly because the pupils do not have access to large apparatus and climbing ropes or bars. The lack of an adjacent playing field makes it necessary to use an open area in the village. The need to travel beyond the school to access facilities eats into potential teaching time.
- 3-27. The school's provision for pupils with special educational needs is very good and has improved since the last inspection. The special needs co-ordinator is shared with other small local primary schools and provides considerable expertise. There is appropriate emphasis on the early identification and diagnosis of pupils' specific learning difficulties and the targeting of them through individual support. The targets on pupils' individual education plans are precise and measurable and comprehensive records are maintained indicating their progress towards achieving them. Teachers throughout the school plan tasks for the full range of ages and abilities in their classes and learning support staff are used effectively to help pupils access the full curriculum.
- 3-28. The needs of higher attaining pupils are also met through the provision of more challenging work and through opportunities for additional study such as the residential mathematics course at Kilve Court.
- 3-29. The school provides a broad range of extra-curricular activities which supplement the curriculum. Residential visits to the Quantocks are important in broadening the curriculum in history, geography and outdoor education and also provide a valuable opportunity for extending pupils' personal and social education. The immediate locality is used extensively as a focus for work in history and geography. Pupils benefit from good links with the community and the number of visitors who come in to work with pupils. A local resident is instrumental in helping the school to success in the Wellington in Bloom competition. A parent has trained the school choir to a high standard, and these pupils regularly sing in local church services. The school's links with other small schools provide opportunities for sports matches.
- 3-30. The school makes good provision for pupils' personal and social education. Regular circle time is an opportunity for pupils to consider national and international issues as well as personal ones. Pupils are encouraged to be environmentally aware and to take positive steps such as recycling and composting in order to protect the planet. Sex and drugs education is planned effectively, mainly through science, partly through religious education and with an additional specific focus in Years 5 and 6.

Care, guidance and support

The overall quality of pupil care, protection and health and safety is satisfactory. The pastoral care and procedures for monitoring academic and personal development are good, with strengths in the trusting relationships. Pupils' views are carefully considered. However, the governors have not paid

enough attention to policy and procedures related to child protection and health and safety; this aspect is not as satisfactory as reported in the previous inspection.

Main Strengths and Weaknesses

- The very good, trusting relationships have a good impact on pupils' pastoral care, with pupils' opinions received well.
- Procedures related to academic and personal monitoring of attainment and achievement are good.
- The governors' attention to policy and procedures related to child protection and health and safety is unsatisfactory.

Commentary

3-31. The pastoral care provided for pupils is good as at the last inspection. It is significantly enhanced by the very positive adult/pupil relationships and quality of mutual respect. Young children are carefully introduced to life in reception and the effective arrangements have enabled them to settle in quickly to the routines of the class.

3-32. Procedures and monitoring of academic and personal attainment and achievement are well established. The staff know their pupils' strengths and the areas that need improvement, and they offer good guidance that pupils accept willingly. The pupils understand that the staff want only the best for them and feel relaxed about asking for any help, academic or personal. Good procedures for assessment are in place for English, mathematics and science and are developing in other subjects. These are usually used effectively to ensure that different groups of pupils maintain solid progress and achieve steadily in relation to previous learning and individual capability.

3-33. Adults take pupils' views seriously, doing what they can to secure satisfaction. The pupils are pleased with the very recent re-introduction of the school council and are thinking of ways to fundraise for small items of playground equipment.

3-34. The designated person for child protection is trained and soundly aware of the latest practice. A log noting any initial concern is kept and staff have access to useful local authority pamphlets. However, the school's child protection policy is unsatisfactory. There has been no review by the governors for several years, so that the guidance offered is very outdated; personnel who are no longer associated with the school are named. In relation to health and safety, there are a number of shortcomings. The school policy reviewed just over a year ago, refers to equipment not in current use and lacks clarity and guidance, such as the frequency for required tests and checks. The school has no recorded system for risk assessment. The headteacher has been informed of issues noted during inspection.

Partnership with parents, other schools and the community

The school has a very good partnership with its parents. Community relationships are very good. Links with other schools and colleges are very good.

Main strengths and weaknesses

- The parents are strongly committed to, and supportive of, their small village school.
- Community links including those with other schools and colleges, have a very positive impact on pupils' attainment and achievements.

Commentary

3-35. Parents are very positive about the school's work and are keenly supportive of their children's education. This was reflected in the high number of questionnaires that were returned. Parents value the approachability and friendliness of their village school, including the opportunity for personal, individual contact with the headteacher. They do their utmost to help, offering free time willingly, perhaps helping in class, or on trips or visits, or by fundraising for the thriving 'Friends of Langford Budville School Association'. Social events like the 'quiz night' held at the annual governors' report meeting and the summer fete, open to the community, are exceptionally well attended.

3-36. Parents get very good information, through frequent school and class newsletters, and many formal and informal opportunities to discuss their children's progress. Liaison with the pre-school playgroup is good. The headteacher and teacher of the reception class meet with parents before their children start school so they are fully aware of procedures. The pupils' reports meet requirements and provide a sound, personal overview of the year's progress. There is good practice in the inclusion of pupils' comments on their view of progress, from the reception class upwards. The prospectus complies fully and is a readable document. Parents are very well consulted about school matters. Currently, views are being sought about homework. Some of the Year 6 pupils feel that homework provision could be better, in order to prepare them for the increased amount of work at secondary school. The school is reviewing its homework policy.

3-37. Community links are very strong. The school is at the hub of rural village life and enjoys an enviable reputation in the local area. Nearly half of the pupils come by bus from Wellington. There are particularly close ties with the church. The vicar enjoys leading regular assemblies and pupils participate in services such as the Harvest Festival. Villagers are invited to school events. Local pensioners regularly visit to talk about their experience of living in past decades, providing pupils with a valuable perspective on local history.

3-38. Pupils are made aware of the wider community beyond their local area through involvement in national and international charity work; they are supporting a child in Africa. The headteacher is proactive in providing pupils with a wide number of experiences, through visits including residential trips, beyond their immediate locality; this has a positive impact on raising self-esteem and developing skills such as teamwork. The school gains much benefit from its involvement in the local 'cluster group', of schools. Staff share expertise and professional development; pupils use a Sports' Centre facilities for sport and a local primary school's computer suite for developing computer skills; this has a most positive direct impact on their attainment and achievement. Pupils from Year 10 enjoy work experience at the primary school. Older college students from Exeter spend time at the school learning about the profession of teaching. The school greatly values its place in the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The leadership of the headteacher is good. The governance of the school is currently unsatisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school.
- The headteacher is successful in ensuring that the school has a very caring and inclusive ethos.
- Governors although supportive, are not yet fulfilling all their statutory duties and are not involved enough in the strategic management of the school.
- There is not enough involvement of the staff and governors in constructing the school improvement plan or monitoring its progress.
- Systems for monitoring and evaluating the quality of teaching and learning as a whole staff are not secure.

- The management of special educational needs is very good.
- The school finances are managed efficiently

Commentary

3-39. Since the last inspection the school has been through a period of instability with a high staff turnover especially headteachers. As a result school developments were put on hold. Since the appointment of the current headteacher two years ago the school is more settled and important issues are being dealt with. The headteacher has a clear vision for future developments. She is committed to raising standards and giving pupils the best possible education. A key focus of her work is for the staff to work together as a strong team with a common approach to teaching and learning so that all pupils achieve their best. However, there are no secure systems in place to monitor and evaluate the quality of teaching and learning as a whole staff through, for example, the scrutiny of pupils' work and/or focused classroom visits. Great importance is attached to providing a well-balanced curriculum. As a result, good systems are in place, especially for Years 3 to 6, for developing knowledge and skills in individual subjects using a cross-curricular approach.

3-40. The inclusive approach the headteacher fosters supports all pupils well. The management of special educational needs is very good. The co-ordinator has considerable expertise and commitment. She provides support and informal training for learning support assistants and monitors the quality of special needs provision throughout the school.

3-41. The school improvement plan is a clear document that highlights the most important issues for development identified through good evaluation systems. Achievable goals have been set, timescales are realistic and funding has been allocated appropriately. However, staff and governors are not fully involved in its development and take almost no role in monitoring outcomes.

3-42. Many members of the governing body are newly appointed. However, the chair of governors is an experienced governor and a regular visitor to the school. Although supportive in a pastoral manner, the governors rely too heavily on the headteacher and have little influence in leading the school and holding it to account. Although most policies are in place, the governing body does not fully meet its statutory responsibilities. The governors have become very aware of this and are keen to improve their role. As a result, the vice chair of governors has very recently developed a good plan which is to become part of the school improvement plan whereby, for example, through training and reviewing the role and work of the committees, governors can become increasingly more involved in the strategic management of the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	238,123
Total expenditure	229,339
Expenditure per pupil	3,583

Balances (£)	
Balance from previous year	45,417
Balance carried forward to the next	54,201

3.43. Control of the school's finances and the day-to-day management of finance are good and detailed analysis of spending is carried out regularly. Recommendations in the recent audit report have been addressed effectively. Best value is sought at all times when considering the purchasing of goods or services. Financial planning is related through the school improvement plan to the school's educational priorities. For example, governors are committed to providing all pupils with the advantages they see in having a three-class school. |

3.44. The higher than average carry forward is planned to protect this through the period of transition until numbers on roll increase sufficiently for the three classes to become self-financing. |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation **Stage is satisfactory** although it was judged to be good at the last inspection. At the time of the current inspection, there were seven children in reception, five of whom were still under five. They work in a class with the Year 1 and 2 pupils and attend full-time. Teaching is satisfactory overall with some good features and the children achieve satisfactorily. The teacher leads and manages the Foundation Stage soundly.

Main strengths and weaknesses

- The staff provide a welcoming and attractive learning environment.
- Activities are over-directed and there are too few opportunities for children to experiment.
- There are too few activities to enable children to develop independence in their learning.
- The learning support assistants provide very good support for children and the teacher.
- There are very good links with pre-school and parents before children enter school.
- There are good resources to support learning in the classroom and outside.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Commentary

3-45. Although a significant minority of children enter school with below the expected levels of social skills, they settle into school and quickly learn the routines. The daily 'snack break' makes a good contribution to their social development. The children listen well to the teacher, but can only concentrate for short periods. Most are eager to contribute their own ideas and answer questions. Most children behave well and co-operate sensibly with each other. They take care of their own toilet and hygiene needs and soon learn to dress and undress themselves with little adult help. Most of the children concentrate well and persevere with tasks for a good length of time when they are given the opportunity to choose their activities. They are keen to take responsibility. For example, when asked, they clear up sensibly after activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory** overall, with good features.

Commentary

3-46. A great emphasis is placed on developing children's speaking skills and the teacher has developed some good strategies for this. For example, an early morning activity to pass 'Lottie' a soft toy, round the circle ensures that each child develops confidence in speaking when they share their news with the others. This is a good feature in the teaching. Children develop their vocabulary as they are introduced to new words through stories and discussion. Children's early reading skills are developed satisfactorily through regular story sessions. Good questioning skills by the teacher help the children recall the stories in the correct sequence. All children take picture or reading books home. Children practise phonic skills by writing the letter shape, learning its name and sound and naming words which begin with that sound. Children are encouraged to form letters correctly and nearly all recognise their own name and most write their names independently. They are given the opportunity to develop their writing and communication skills through activities such as writing and posting letters in the 'Post Office'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Commentary

~~3-47.~~ Oral work is planned well so children enjoy singing and action counting rhymes to practise counting forwards and backwards. All can count up to ten. They enjoy playing games which promote their understanding, use and recognition of number, for example outside with 'Ten Green Bottles', but during one lesson most did not understand the meaning of even numbers and so lost interest. Also, activities tend to last rather longer than children's attention span.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in children's knowledge and understanding of the world is **satisfactory** with good features.

Commentary

~~3-48.~~ Topics generally provide a good range of interesting and exciting activities to support learning in this area. For example, a walk round the houses in the immediate area gave the children a developing knowledge of old and new buildings. They identified 'straw' on a thatched cottage as they remembered the house built by one of the 'three little pigs'. However, on another occasion when the children were making cakes, learning opportunities were missed. Although initially there was a good level of discussion, the children were not given the chance to be actively involved in the making process and became bored and lost interest. A good range of activities gives the children opportunities to gain scientific knowledge. Through planting bulbs and seeds they learn to recognise the stages of change and growth in plants. There are regular opportunities for the children to discover the stories and festivals of Christianity and festivals such as the Chinese New Year. The children develop their computing skills appropriately through regular practice.

~~3-~~

~~3-~~PHYSICAL DEVELOPMENT

~~3-~~

~~3-~~Provision in physical development is satisfactory and sometimes good.

~~3-~~

~~3-~~Commentary

~~3-49.~~ The staff provide good opportunities to develop children's fine motor skills using paintbrushes, pencils and scissors. Children join pieces of wood together to make boats. In one lesson the children drew round templates of houses for the three little pigs and cut them out with great concentration. Children are encouraged to hold pencils and other markers correctly. They have the opportunity to learn to swim and take part in gymnastic activities with the rest of the pupils at the local sports centre; a good aspect of the provision. The outdoor area used by the children is equipped with some resources for promoting children's physical development, but they are no wheeled vehicles for them to ride on to further develop their physical skills.

~~3-~~

~~3-~~CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Commentary

~~3-50.~~ Although no creative lessons were observed where children were using art materials, much of the art work on display, although very attractively displayed, lacked individuality. In an activity

where the children were cutting out houses for the three little pigs, the work tended to be over-directed and there was no opportunity for them to develop their own designs within the activity. However, it was clear that the children have the opportunity to use a wide range of materials, such as paint, crayons, beads, wool, string and a variety of papers to draw and colour pictures and make collages. The children enjoy 'singing' their replies at registration and, in assembly, join in enthusiastically with the words and actions to the hymns. No observations were made of children using their imagination in creative play activities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are below average in the current Years 2 and 6.
- Pupils' writing skills are being developed well in other subjects.
- The subject is managed effectively.
- Teaching of the basic skills is good overall, especially in Years 3 to 6.
- Teachers provide a good range of teaching and learning aids to help pupils' work in all aspects of the English curriculum.

Commentary

3-51. As they move through the school, most pupils achieve satisfactorily and make satisfactory progress overall.

3-52. Pupils' skills in speaking and listening are about average. The school has seen the need to develop ways of raising the standards in pupils' speaking and listening skills. Throughout the school staff work hard to ensure that pupils have many chances to develop the skills of speaking and listening. In classes, pupils have time to share their news and teachers ask questions to extend what they say. In order to improve pupils' oral skills, all staff concentrate on asking pupils to speak in clear full sentences. Teachers use many good subject-related words and general vocabulary in all lessons, and adults encourage pupils to ask if they do not understand a word.

3-53. Currently, standards in reading are below the national average in Year 2 and Year 6; however, over half the pupils in Year 6 have special educational needs. Younger pupils work out new and unfamiliar words using letter sounds, picture and context clues but many tend to read mechanically without real understanding. In Year 2, the more able pupils understand the workings and layout of information books. Pupils in Year 6 read fluently from a good range of books at an appropriate level, but many can not refer back to significant events in the text nor can they understand the deeper meaning within it. The school has identified this as a priority for improvement. Most pupils say they enjoy reading and are happy to talk about books they have read.

3-54. Standards in pupils' writing are below average in Year 2 and Year 6. Pupils are developing and using appropriate techniques such as story board planning to plan and structure their work as they write for a wide range of audiences and purposes. Pupils in Year 2 are aware that they should put a capital letter at the beginning of a sentence and a full stop at the end. More able pupils do this naturally but others need continual reminders. In Year 6, more able pupils are beginning to use paragraphs in their work, speech marks and more complex punctuation. The school is working hard to improve pupils' spelling. Pupils in Year 2 often use their knowledge of letter sounds effectively to help with their spellings but too often they make silly mistakes in simple words which are left uncorrected. In Years 3 and 4 during a formal spelling lesson the

teacher had provided some interesting activities to develop spelling techniques. Some pupils were thoroughly enjoying working out mnemonics to remember the spelling of difficult words. Although older, more able pupils write with ease and at length, many pupils throughout the school do not have the concentration needed to write accurately at length, and have not yet developed the self-discipline to work independently. This is particularly so in Years 1 and 2 where the generous number of support staff is beneficial in helping those pupils experiencing genuine difficulties, but on occasions restricts pupils' independence in their learning. Handwriting varies considerably across the school. Most pupils in Year 2 write their work neatly in print; in Years 3 and 4 most pupils join their letters carefully; in Years 5 and 6 although the pupils usually write in a cursive style, pupils do not always take care with the presentation of their work.

3-55. Throughout the school, there is a high proportion of pupils with special educational needs. This is especially so in the current Year 6. They are supported well in literacy lessons by learning support assistants who have a clear understanding of the needs of these pupils from the targets set in their individual education plans. This enables the pupils to achieve satisfactorily and on occasions make good progress in their learning.

3-56. The quality of teaching in the lessons observed was good and this was borne out in the scrutiny of the work of the Year 6 pupils. However, the work in the books of the Year 2 pupils indicates that the progress they make in their learning is generally satisfactory, suggesting that teaching overall is satisfactory. Teachers have a good understanding of the National Literacy Strategy. Overall, basic skills are taught effectively. Pupils' knowledge of letter sounds, blends and basic spelling patterns (phonics) are generally promoted appropriately. In the best lessons teachers share with pupils what they are going to learn and establish at the end of the lesson what they have achieved. In all classes there is a wide range of ability and teachers, especially in Years 3 to 6, provide work that matches the need of pupils grouped according to their ability. However, in Years 1 and 2 the work is often over-directed and does not challenge all pupils or develop their independent learning. Teachers monitor pupils' reading carefully through guided reading sessions and their independent reading. However, although the younger less able pupils need the security of a scheme to develop their reading skills, the more able pupils would benefit from a wider range of reading materials. In general, teachers mark pupils' work well; in the best examples they give appropriate praise and make constructive comments as to how pupils can improve their work. Nevertheless, although it is laudable to raise pupils' self-esteem through success in their work, it is also important to correct mistakes, especially simple spellings and punctuation. In all classrooms there are good displays of teaching and learning aids to help pupils with their work.

3-57. The leadership and management of the subject are effective. The co-ordinator is currently regrading the reading scheme to be in line with the books the pupils read during guided reading lessons. She is also developing this to provide books with a wider interest especially for boys. Assessment procedures are generally good and teachers use these effectively to group pupils according to their ability and set targets for individual pupils. The 'Half Termly Books' for which pupils write a piece of unaided work twice a term, give teachers the opportunity to assess pupils writing regularly, measure their progress and set targets. The library has an appropriate range of non-fiction books, but its siting in the staffroom is not conducive to independent research and learning.

Language and literacy across the curriculum

3-58. The school is developing some very good cross-curricular links where literacy skills are used effectively to support other areas of the curriculum. In addition, subjects, for example history, geography and science, are being introduced as focuses in literacy lessons to further develop knowledge and understanding in these subjects as well as developing literacy skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in the current Years 2 and 6.
- The management of the subject is good.
- There is a strong emphasis on investigative work and problem solving in Years 3 to 6.
- The teaching of mathematics is good in Years 3 to 6.
- Pupils have too few opportunities to record their work in Years 1 and 2 and expectations of what pupils can achieve are too low.
- There are too few opportunities for independent learning in Years 1 and 2.

Commentary

3-59. Attainment is below the national average in both Year 2 and in Year 6. However, this judgement is based, particularly in Year 6, on very small numbers of pupils and results vary considerably from year to year. The trend in Year 2 is consistently below the national average and compared with other schools' performance is declining. This is primarily because too few pupils reach the higher level 3 in national tests.

3-60. The scrutiny of work in Year 2 revealed very little recorded work in pupils' books. There is a lack of awareness in the teaching of how recording can be used as an adjunct to learning. Where pupils use their own initiative to record work, they demonstrate the potential for higher level thinking. For example two boys discovered that when counting in fives starting from two, numbers in the series would all end in two or seven. From this they were able to predict that if you started from three, all numbers would end in three or eight.

3-61. In the Year 5/ 6 class, carefully planned activities were allowing pupils to discover the relationship between fractions and percentages. Higher attaining pupils were proficient in making these connections; several of these were Year 5 pupils. In at least one instance, a Year 6 pupil's good number skills were hampered by his poorer literacy skills. Most pupils have good basic number skills but were finding it more difficult to think their way through the various stages of the calculation. The analysis of pupils' work indicated regular opportunities for investigative work and an appropriate emphasis on pupils thinking through the process rather than just getting the right answer.

3-62. The quality of teaching, based on the lessons observed and the analysis of pupils' work is consistently good in Years 3 to 6 and satisfactory in Years 1 and 2. Information from assessment is used well especially in Years 3 to 6 to enable teachers to match tasks carefully to the range of ages and abilities in each class. Teachers are able to explain the learning objectives in ways which pupils can understand and pupils are clear about what they are expected to do and why. Teachers have good subject knowledge and are aware of the need to continuously reinforce previous learning and to help pupils make links between different aspects of their learning. As a result, they regularly adapt their planning. However, the group targets in the front of pupils' books are too general to be an effective tool in moving pupils' learning forward. Teachers' marking makes no reference to them and in general is insufficiently evaluative. Information technology is used effectively to back up the teaching of mathematics, particularly through data handling programmes.

3-63. Learning support assistants are used effectively to work with lower attaining pupils and are aware of the importance of allowing pupils to work independently where possible. A range of interesting strategies are used to develop pupils' mental / oral skills and good open-ended questioning encourages pupils to explain their different ways of working out problems. Questioning such as 'Why was this question more difficult than the others?' continually

challenges pupils' thinking. The mental / oral session usually has the same focus as the main activity which gives lessons an overall cohesion. The dedication of one numeracy session to problem solving activities is effective in assessing how effectively pupils can apply their knowledge and understanding and in helping pupils to make connections between different aspects of their learning.

~~3-~~

~~3-64.~~ In Years 1 and 2, the teacher provides a lively series of activities throughout the lesson. Support staff are used very well to provide for the wide range of ages in the class and provide skilled and committed teaching. However, activities are highly structured and there are too few opportunities for independent learning. There are very few opportunities for pupils to record their work and this limits their learning. Many of the teacher-led activities are given to all the pupils in the class and as a result meet the needs of too few of them.

~~3-65.~~ The subject is managed well by the headteacher. The National Numeracy Strategy is firmly embedded and provides an overall structure for teaching. Despite this, there is a lack of consistency in the approach to the teaching and learning of mathematics across the school and pupils come into Year 3 with weaknesses in their basic skills which have an impact on their progress as they move through the school. The headteacher is aware through her own monitoring of the importance of ensuring a unified approach to teaching in order to raise standards.

Mathematics across the curriculum

~~3-66.~~ Mathematics is used well across the curriculum in Years 3 to 6. Teachers are aware of the need for pupils to apply their knowledge and understanding of mathematical concepts in as many areas as possible. The results of science investigations and historical data are presented in the form of tables and graphs and pupils interrogate the data.

SCIENCE

The school's provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in the current Years 2 and 6.
- A good balance in Years 3 to 6 between knowledge and understanding and opportunities for investigative work.
- Good management by the co-ordinator.
- Good cross-curricular links.
- Good resources.
- Lack of clear focus on science skills in Years 1 and 2.

Commentary

~~3-67.~~ Pupils' attainment is below average in both Year 2 and Year 6. There are very few pupils in the current Year 6 and results have varied wildly from year to year with no clear trend.

~~3-68.~~ In Year 2, science is taught as part of an integrated curriculum. The work seen was based on one topic, 'My Senses'. The work was beautifully presented in a ring bound folder but all was unmarked. There was no evidence of a clear focus on the development of scientific skills and understanding. The emphasis in the work was on the development of literacy skills such as sequencing sentences and the encouragement of descriptive use of words. There was no evidence of coverage of a wide ranging science curriculum. This has an impact on the learning in Years 3 to 6 as pupils come into Year 3 with a backlog of missing science skills, knowledge and vocabulary.

3-69. In Years 3 to 6, the analysis of work indicated a good balance between pupils' knowledge and understanding and opportunities for scientific investigation. For example in Year 5 and 6 pupils looked at the structure of the solar system. In connection with this, they tested the hypothesis that 'the nearer the object to the light source, the bigger the shadow'. Good use is made of mathematical skills, for example in drawing a graph to show the changing times of sunrise and sunset. Digital cameras are used regularly to record investigations and information technology such as dataloggers and digital microscopes are used as an integral part of the teaching in science.

3-70. The quality of science teaching is good in Years 3 to 6. Lessons have clear learning objectives and there is an appropriate focus on the development of scientific skills. Good open-ended questioning and the use of key questions help pupils to make connections with previous learning. Even when results do not go as expected, this is used as an opportunity for challenging pupils' thinking. For example, in a lesson in the Year 3/ 4 class, pupils investigating ways of keeping things cold were challenged to find reasons why the datalogger indicated that in the initial stages an ice cube wrapped in bubble-wrap melted at a similar rate to one exposed to the air. The marking of pupils' work has a clear focus on science skills and understanding. Tasks are adapted to minimise the impact of pupils' literacy skills on their learning in science and collaborative working is encouraged.

3-71. The subject is led by a knowledgeable and enthusiastic co-ordinator who has worked hard to raise the profile of science in the school. The increased focus on science was stimulated by a 'Science Week' in the previous year and increased investment in science resources. More prominence has been given to science by teaching it in the morning session and by providing 'booster classes' as necessary. Manageable and informative recording and assessment procedures are in place. The scheme of work is based on national guidelines but is adapted in order to make more effective links with other curriculum areas. The school is aware of the need to develop the monitoring role of the co-ordinator in order to establish a more consistent approach to the teaching of science across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

The school's provision for information technology is **good** and by Year 6 pupils' attainment is above average.

Main strengths and weaknesses

- The good use of information technology to support learning across the curriculum in Years 3 to 6.
- The good management of the subject.
- The lack of a computer suite and other hardware.
- Insufficient monitoring and recording of pupil use of information technology in Years 1 and 2.

Commentary

3-72. The school has made great strides since the last inspection in improving its provision for information technology. This is despite having no computer suite and only one digital projector. Pupils have to travel to a neighbouring primary school to use its suite. However, all aspects of the information and communication technology curriculum are planned for and opportunities for the use of information technology are built into teachers' planning. The effectiveness and usefulness of information technology is regularly monitored and evaluated and provision adjusted accordingly.

3-73. By Year 6, pupils demonstrate confidence and competence in a wide range of skills and achieve well. In particular, they demonstrate increasing independence in using text programs to create presentations in other curriculum areas. This good attainment and confidence is

across the ability range and is not dependent on pupils' literacy and numeracy skills. For example, pupils in Year 5 and 6 make good use of the full range of editing tools when word processing, make informed decisions about layout and format and incorporate images from a digital camera into the text.

3-74. Throughout the school, pupils are introduced to a range of different technologies including a datalogger and computer microscope in science, control devices and object-based graphics packages. Particularly good use is made of a digital camera to record work in all subjects and pupils regularly incorporate photographs into their topic work.

3-75. All pupils in Years 3 to 6 have a dedicated information technology session and each classroom has two computers with Internet access. However, only one has a digital projector. The good progress since the last inspection has been driven by the expertise and enthusiasm of the co-ordinator and staff awareness of the potential of information technology as a learning tool is good. However, the school is likely to find it difficult to build on the good progress already made or even maintain the momentum of improvement unless additional infrastructure and resources are developed.

3-76. The school is aware of the need to make effective and consistent records of what pupils have achieved. This is particularly important in Years 1 and 2, where use is less planned and more incidental. In these years the integrated curriculum as planned does not allow for specific skills in all aspects of the information technology curriculum to be taught on a regular basis.

Information and communication technology across the curriculum.

3-77. Teachers regularly build information technology into their planning for other curriculum areas and are aware of its potential to support learning across the curriculum. Basic skills in information technology are frequently taught through the medium of other subjects. All classes have a digital camera and this is particularly well used to record activities in everything from physical education to science investigations.

HUMANITIES

3-78. It is not possible to make a secure judgement on provision and standards in **religious education**. Time tabling restrictions meant only one lesson was observed. However, it is clear from planning and the pupils' work in books that the school covers the range of work suggested in the local education authority's agreed syllabus and that this contributes well to the pupils' spiritual, moral, social and cultural development. In the lesson observed with the Year 5 and 6 pupils the quality of teaching and learning was good. The teacher had good subject knowledge which she imparted well at the pupils' level of understanding so the pupils gained a good knowledge of the place icons have in the beliefs of Christians in the Orthodox Church. She questioned pupils skilfully, encouraging them to think sensitively about what icons depict. Another good feature of the lesson was the link made with art as the pupils started to design their own icons to be made out of wood in the appropriate style. Pupils used the Internet effectively in this lesson to research icons.

3-79. Work in the well presented class books showed that Year 2 pupils had studied a variety of stories associated with the Christian faith and had made a visit to the church where they found out about the meaning of the symbols and furniture. Their work on Armistice Day was linked very successfully to their art work when they painted some delightful pictures of poppy fields. The Year 3 and 4 pupils had undertaken in-depth studies of Diwali and Islam. Their work was presented very neatly in attractive class books.

3-80. There was insufficient evidence to make a judgement on provision and standards in **geography and history** as only one lesson in Years 1 and 2 was observed briefly. However, planning shows that the curriculum meets statutory requirements. Teachers are successfully

cross linking other subjects with history and geography and some good examples were observed with literacy, art and information and communication technology.

3-81. In a **geography and history lesson**, pupils in Years 1 and 2 walked around the immediate area looking at the buildings. During the walk one Year 2 gave a clear description of where the coach picked him up to go home in the evenings and where it dropped him off in the mornings. Most of the Year 2 pupils knew that a bungalow was on one level and did not have stairs. They also identified old and new buildings and one Year 2 pupil with some encouragement from the teacher, deduced that the vicar must have once lived in The Old Vicarage. Pupils in Years 3 and 4 had also used the local environment to study the ages of the houses there. There had used old and new Ordnance Survey maps effectively in this task. These pupils were currently working on a history topic about Ancient Egypt and used their information and communication technology and literacy skills very successfully to research, write notes and copy pictures about Tutankhamun using an appropriate program. Years 5 and 6 pupils had used the skills learnt in mathematics, literacy and art in their history studies of The Ancient Greeks. They had undertaken some good in-depth investigative work giving their opinions, for example, about what the pictures on the Greek pots depicted.

3-82. In both subjects, teachers make the work interesting and come to life through visits and visitors with expertise to the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were available to be seen during the inspection in any of the creative subjects. Lessons in swimming and gymnastics were observed at the local sports centre.

3-84. Evidence from displays indicates that **art and design** is an important aspect of the curriculum and that standards by Year 6 are at least in line with those expected nationally. The main aspects of art and design including drawing, painting, collage and three-dimensional work are all regularly covered. The main visual elements are systematically built into teachers' planning. Although links are made to other curriculum areas, there is a strong emphasis on building on pupils' skills as they move through the school.

3-85. Visiting artists make a valuable contribution to the school's environment through their work with pupils. This has resulted in a millennium mosaic, a stained glass window and wood carvings.

Physical Education.

The school's provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards in swimming are above average by Year 6
- The accommodation is having a limiting effect on standards in dance and some aspects of gymnastics

Commentary

3-86. Standards in swimming are above average and all pupils reach the nationally expected level by Year 6, with several pupils exceeding it. The high ratio of adults to pupils during swimming sessions ensures that pupils are challenged, achieve well and make good progress.

3-87. The quality of teaching observed was good. The gymnastics lesson observed was well planned and conducted at a brisk pace with good awareness of health and safety considerations. Specialist coaching and extra-curricular sports activities augment the basic

curriculum. The school buys in a dance teacher but the lack of space reduces the effectiveness of this aspect.

3-88. **Music** was not a focus for the inspection, However, there is a good deal of musical expertise in the school and standards of singing are above average. The school choir is trained by a parent and takes part in local festivals. A recorder club and a folk music club are run by staff and augment the regular provision. The school provides opportunities to appreciate the music of other cultures, for example through a recent Diwali assembly. The whole curriculum including composing and performance is planned for and there are regular school productions. The school combines with other local primary schools to arrange visits from professional musicians.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

3-89. The school attaches great importance to the development of pupils' **personal, social and health awareness**. Teachers use 'circle time' discussions to raise issues and to give pupils a chance to be heard. There is a good feeling of a family atmosphere in the school where all pupils are treated equally. Pupils say they feel comfortable in their school which enables them to learn effectively. These features show the school to be caring and sensitive to pupils' needs.

3-90. The school council is relatively new but is a good initiative to promote pupils' awareness of **citizenship**. Their peers elect pupils to represent them on the council and these pupils have adopted a mature attitude to their responsibilities. They are currently discussing ways of raising money to buy more equipment for the playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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