

INSPECTION REPORT

LANGLEY FITZURSE CE PRIMARY SCHOOL

Chippenham

LEA area: Wiltshire

Unique reference number: 126334

Headteacher: Lynn Evans

Lead inspector: Michael J Cahill

Dates of inspection: 23 - 25 February 2004

Inspection number: 256688

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:	4 - 11
Gender of pupils:	Mixed
Number on roll:	115
School address:	Middle Common Kington Langley Chippenham Wiltshire
Postcode:	SN15 5NN
Telephone number:	01249 750295
Fax number:	01249 750295
Appropriate authority:	Governing body
Name of chair of governors:	Stephen Preece
Date of previous inspection:	2 March 1998

CHARACTERISTICS OF THE SCHOOL

The school serves a predominantly rural area and about half of its pupils come from the immediate locality; it is over-subscribed. Pupils come from a variety of social and economic backgrounds, generally better than the national picture. The movement of pupils into and out of the school is below the national average. The great majority of pupils are of White British heritage; two pupils are at the early stages of learning English as an additional language.

The proportion of pupils with special educational needs is below the national average and at the time of the inspection there were no pupils with full statements of need. Pupils' special educational needs include social, emotional, behavioural and physical needs as well as those related to learning difficulties. Most children attend some form of pre-school provision and their attainment on entry to the school is broadly in line with national expectations with many having good social and personal skills.

Because each year group is small (the range is nine to 20), differences in the profiles of attainment on entry and special educational needs are greater in percentage terms than they would be in a larger school. For the same reason there may be large variations between the performances of different year groups in national test results expressed in percentage terms.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19623	Michael Cahill	Lead inspector	Mathematics Science Design and Technology Information and communication technology Music English as an additional language
9744	Peter Brown	Lay inspector	
11901	Pat Lowe	Team inspector	Foundation stage English Geography History
22948	Mary Vallis	Team inspector	Art and design Physical education Religious education Special educational needs

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is very effective and provides very good value for money. Very good leadership and management are focused sharply on improving pupils' achievements in a very welcoming and purposeful working atmosphere. The quality of teaching is very good and this is contributing to raising standards; most pupils achieve well.

The school's main strengths and weaknesses are:

- The Foundation Stage provides children with a very good start to their full-time education; as a result they develop basic skills well and become confident in their ability to learn.
- Very good leadership and management are clearly directed at raising standards through improving the quality of education provided.
- The curriculum meets pupils' needs very well and is enriched with a very good range and quality of visits, visitors and out of school activities although there are few opportunities for learning about life in more ethnically diverse parts of Britain.
- Standards in English, mathematics and science in Years 2 and 6 are above national expectations.
- There are strong partnerships with the community, other schools and parents and these enrich the curriculum and enhance pupils' learning.
- There is a very good level of care, support and guidance and this helps to make sure that all pupils are fully included in all that the school offers; provision for pupils with special educational needs is very good.
- Excellent provision for pupils' personal development helps them to develop very good attitudes to learning, behave very well and form very good relationships with each other and with adults.

The school has achieved a very good level of improvement since its last inspection, for example in improving provision and standards in information and communication technology (ICT) and in keeping track of pupils' progress. Teaching is now very good and the curriculum is very effectively planned.

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	A*	B	A
mathematics	B	B	C	B
science	A	A	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.*

Comparisons of the school's national test results from year to year should be treated with caution because of the relatively small number of pupils in each year group (15 in previous and present Year 6) and variations in the proportions of pupils with special educational needs. The school achieved the targets agreed with the LEA for English and mathematics. Inspection evidence indicates that standards in the present Year 6 are above the national average in English, mathematics and science. Standards in the present Year 2 are also above average; the improvement trend in national test results is better than the national trend.

Pupils' achievement is good. Pupils are given a very good start when they enter the school in the year of their fifth birthday; they achieve well and this continues as they move up the school. Pupils who have special educational needs achieve as well as their peers because of the very good provision made for them.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are promoted well. The school makes very good provision for pupils' personal development and an excellent level of stimulation of their desire to learn; most become very confident young learners. Pupils' behaviour and relationships with each other and with adults are very good, as are their attendance and punctuality.

QUALITY OF EDUCATION

The school provides a very good quality education for all its pupils. Teaching and learning are very good. Provision for children in the Foundation Stage is very good and this represents further improvement since the last inspection. Teaching throughout the school has many strengths. Planning is very effective and designed to promote interest and challenge for pupils of all abilities. Very good teamwork between teachers and teaching assistants makes sure that all pupils, including those who have individual learning needs, have the support that they need to be fully involved in lessons. Staff provide a high level of encouragement and engagement of pupils in their learning. As a result, pupils acquire basic skills well, apply themselves very conscientiously to their work and are very good at working together independently and collaboratively. There are very good systems for keeping track of pupils' progress in English and mathematics; assessment and its use are good, overall, with the need to devise more effective record keeping in some subject areas.

The curriculum is planned very well, with an appropriate emphasis on pupils developing basic skills; the needs of pupils in mixed-age classes are met well. Very good links are made between different areas of the curriculum and these enhance the quality of pupils' learning. The curriculum is enriched very well by a wide range of clubs, including opportunities to take part in sport and the arts, and by visits and visitors; there is, however, little involvement with other groups that make up multi-ethnic Britain. Pupils benefit from the very high level of care, support and guidance that the school provides; teachers know the pupils very well and take very good care of them, for example when young children went on their 'welly walk'. The school maintains an excellent partnership with the local community and very good links with parents and other schools and colleges; these all promote high quality opportunities and learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher's clarity of vision, sense of purpose and aspirations for the school are excellent. She and the rest of the staff are very committed and effective in raising the achievement of all pupils through continually improving the quality of education provided. The governing body brings a wealth of commitment and expertise to the school and provides a very high level of support and challenge. The school runs very smoothly and keeps all aspects of its performance under continuous review.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents hold very positive views of the school, valuing in particular the fact that teaching is good and their children are making good progress. They appreciate the approachability of the headteacher and staff, and feel that children are treated fairly and expected to work hard. Pupils are eager to come to school and appreciate that their views are listened to and acted upon, for example in relation to homework, behaviour and the decoration of the school.

IMPROVEMENTS NEEDED

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

- Build on existing good practice to develop further the assessment and record keeping systems in subjects other than English and mathematics.
- Be more active in promoting pupils' knowledge and understanding of the variety of life in multi-ethnic Britain.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are above average and pupils achieve well as they move through the school.

Main strengths and weaknesses

- Throughout the school, pupils achieve well, making good gains in their knowledge, skills and understanding.
- Attainment in reading, writing, mathematics and science in Year 2 is above national expectations.
- Attainment in English, mathematics and science is above average in Year 6.

Commentary

1. Children achieve well in the reception year group, making good gains in all six areas of learning. Most of the current reception children are well on track to exceed the nationally expected standards by the time that they enter Year 1, especially in personal, social and emotional development, physical development and creative development. Pupils at present in Year 2 have also made good progress from their differing starting points; overall standards in reading, writing, mathematics and science are above what is expected for their age. Pupils successfully consolidate and build on their learning throughout Years 3 to 6. Overall achievement is good. Standards in the present Year 6 in English, mathematics and science are above average. Although there are variations from year to year there are no significant differences in the achievement of different groups of pupils.
2. Although not too much weight should be placed on comparisons between the performances of different year groups in national tests, the trend over the last five years in relation to the tests taken at the end of Year 2 has been one of improvement in each of reading, writing and mathematics. In 2003, results were well above the national average in each of reading, writing and mathematics; teacher assessments indicate that standards in science were in line with national expectations.

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

Standards in:	School results	National results
reading	[17.3] (17.0)	[15.7] (15.8)
writing	[16.9] (16.5)	[14.6] (14.4)
mathematics	[17.7] (15.9)	[16.3] (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	[28.2] (30.2)	[26.8] (27.0)
mathematics	[27.4] (27.9)	[26.8] (26.7)
science	[29.0] (30.2)	[28.6] (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. Results at the end of Year 6 have improved in line with the national trend except in English where the measures taken by the school have led to above average improvement since the last inspection. In 2003, results were average in mathematics and science and above average in English. The targets for 2003, agreed with the local education authority, were met in both English and mathematics. Pupils in Year 6 are well on track to achieve above average results in the English, mathematics and science national tests at the end of the year.
4. The attainment of pupils on entry to the school varies from year to year; overall it is not significantly different from the national picture, although most children have benefited from pre-school provision and have developed good personal and social skills. Pupils of all abilities make good progress as a result of good teaching based on accurate and continuous assessment of individual learning needs.
5. Pupils with special educational needs achieve well. The school identifies their needs very effectively, sets clear and achievable targets in their individual education plans, and provides high quality support to enable pupils to meet their targets. More able pupils, including those identified as gifted or talented, also make good progress and achieve well.
6. It was not possible for the inspection team to gather sufficient evidence on which to base judgements on standards and achievement in most of the other subjects of the National Curriculum and religious education. It was, however, clear that most pupils have developed good ICT skills and are confident and competent computer users. This represents very good improvement since the last inspection and is due to improved provision in terms of resources and teachers' skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, and relationships with others are very good. Attendance is also very good, and the provision for spiritual, moral, social, and cultural development is good.

Main strengths and weaknesses

- Pupils, within all age groups, behave very well, and oppressive behaviour, including bullying, is extremely rare.
- The school is highly effective in promoting good relationships and stimulating in pupils a desire to learn.
- Attendance is very good, which enables pupils to take full advantage of the many learning opportunities on offer.

Commentary

7. Attitudes to school are very good, with pupils displaying high levels of motivation and commitment. In class, they participate wholeheartedly in the many learning opportunities made available to them, and enthusiastically embrace new knowledge and ideas. Relationships between each other, and with adults, are very good, and provide an ideal climate within which learning can flourish.
8. The school provides very good opportunities for pupils to display initiative and accept responsibility, and pupils of all ages benefit greatly from this. The school council and associated class councils provide appropriate opportunities for pupils to chair meetings and write minutes. A particular strength of the councils is that pupils run their own meetings in which they discuss aspects of school life chosen by them. The "buddy" system and the use of class monitors provide other opportunities for pupils to exercise responsibility. Their self-esteem and confidence is greatly boosted by these opportunities. Most children will comfortably exceed the early learning goals in this area of the curriculum.

9. The behaviour of pupils is very good, both in the classroom and elsewhere. Considerable emphasis is placed, by the school, on the development of listening skills and, consequently, pupils are very attentive and focused on the task in hand. The school's expectations for behaviour are fully understood and accepted by both parents and pupils; learning takes place in a calm and relaxed atmosphere. Oppressive behaviour is almost totally absent, but appropriate procedures exist to combat any problems that might arise.
10. Pupils with special educational needs and English as an additional language work hard and have very good attitudes to their work. They are well regarded by their peers, and fully involved in all activities in and out of the classroom. For example, several have acted as class councillors.
11. Provision for spiritual, moral, social, and cultural development is good. Very good opportunities for spiritual reflection exist through assemblies and services held in local churches. Pupils experienced a moment of awe and wonder when a dragon's tear was discovered during a Class One "welly walk". Moral development is very effectively promoted through assemblies, circle time, and discussions within class. The school very successfully develops pupils' sense of social responsibility, which is exemplified by their very high level of commitment to charitable fund-raising and support to the local community. Opportunities for pupils to expand their cultural awareness are satisfactory but the school has few measures to increase pupils' understanding of the multi-ethnic and diverse nature of modern British society.

Attendance

12. The attendance of pupils is very good and greatly exceeds the national average. Punctuality is also very good which allows lessons to commence on time and without the interruption of late comers. Procedures for promoting good attendance and punctuality are effective and consistently applied.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.1
National data	5.4	National data	0.4

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

Exclusions

There have not been any exclusions in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality education for all its pupils. The overall quality of teaching is very good. The school provides pupils with an interesting and stimulating curriculum that is enriched by a very good programme of extra activities, visitors and visits and promotes pupils' personal, social and health education in an exemplary manner. Pupils benefit from a very high level of support, care and guidance and from the school's excellent links with the local community.

Teaching and learning

The quality of teaching and learning is very good.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	15	7	2	0	0	0

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

Main strengths and weaknesses

- Very good teamwork between teachers and teaching assistants enables all pupils, including those with special educational needs, to have the help that they need in order to be fully included in lessons.
- Lessons are very well planned and engage pupils' interest while providing them with an appropriate level of challenge.
- Teachers communicate high expectations of work and behaviour and provide very good encouragement to pupils; as a result pupils develop good work habits and positive views of themselves as learners.
- Questions are used well to revise, extend and assess pupils' learning so that the work subsequently provided meets pupils' needs.

Commentary

13. The overall teaching of English, including literacy, is very good. Literacy skills are taught well across the curriculum. In mathematics, including numeracy, teaching is good overall with examples of very good teaching observed during the inspection. There are good examples in design and technology, geography and science of the application of pupils' numerical skills. Teachers make very good use of ICT resources to enhance the presentation of lessons and to promote pupils' involvement. There are good examples of the use of pupils' developing ICT skills to support and extend learning in other subject areas; there is scope for further development in this respect. Teaching in the other subjects of the National Curriculum and religious education teaching is very good. This high quality teaching makes an essential contribution to pupils' very good attitudes to their learning and to raising standards.
14. Teachers take a lot of care with their lesson planning so that the wide range of learning needs in the mixed-age classes are met well; the overall quality is very good throughout the school and the engagement of the headteacher in monitoring and evaluation makes a very important contribution to this. Teachers actively seek to engage pupils' interest through choice of topics and through making links with other areas of the curriculum. For example, pupils from reception and Year 1 were certainly interested in Dragons, creating images of them on the computer and designing and making humane dragon traps. In the course of the lesson pupils' language and collaborative skills were developed well and they had very good opportunities for working independently as well as with adults.
15. Teachers plan very carefully for pupils with special educational needs and those who are learning English as an additional language. They pay close regard to how individuals learn best and then use appropriate teaching methods. Planning includes good strategies for the management of individual needs, for example using a reward system or pairing pupils so they help one another. Highly effective support staff contribute significantly to the teaching and learning of pupils with special educational needs and those who are learning English as an additional language, for example teaching small groups or individuals or supporting pupils within the classroom. Targets set on individual education plans are specific and measurable and clearly linked to individual needs.
16. Teachers and teaching assistants and, on occasions, volunteer parents, work together very well to make sure that pupils are fully included in lessons and have the support and guidance

that they need in order to learn and achieve well. For example, the quality of pupils' learning in a science lesson with pupils from Years 1 and 2 was greatly enhanced because each of three adults worked with a group of pupils who were examining and discussing the characteristics of a wide range of common materials. Achievement was good because pupils' knowledge and understanding were enhanced through the sharper focus and challenge provided through questions. The school promotes equality of opportunity very well. Pupils of above average ability are provided with good opportunities to tackle harder work than their peers.

17. As well as planning interesting lessons, teachers make clear what is expected in terms of the standards of work and behaviour. Because pupils know what is expected of them they work well with each other and with adults to maintain a pleasant and purposeful working atmosphere in classrooms and around the school. There was a very agreeable buzz of interest and purposeful activity when pupils in Years 2, 3 and 4 were learning about Roman numerals. Pupils demonstrated a very high level of application to the task of converting Roman numerals to our present system. Their learning was enhanced through their use of individual white boards and the use of a very good piece of educational software. In the concluding part of the lessons pupils confidently used the class smart board to illustrate their knowledge and understanding.
18. There is very good use of on-going assessment to give feedback to pupils and to plan further work. In English and mathematics the information gained is used very well to track individual pupils' progress in terms of the National Curriculum levels. The school is rightly extending this very good record keeping into other areas of the curriculum.
19. As a result of the consistently high quality of teaching pupils achieve well and the quality of their learning is very good. They are given a very good start on the road to becoming confident independent learners and take increasing pride in the presentation of their work as they move up the school. They are successfully acquiring the skills necessary for lifelong learning.

The curriculum

The school provides a very good curriculum. It is broad, balanced and rich, and made relevant to the pupils' abilities and needs. Opportunities for learning about life in a multi-ethnic and multi-faith society are in need of development.

Main strengths and weaknesses

- Provision for personal, social and health education (PSHE) is excellent and its effect is reflected in all areas of school life.
- Exciting opportunities during and outside the school day enrich pupils' learning and contribute to good standards.
- There are too few planned opportunities for pupils to learn about life in more ethnically diverse areas of the country.
- There is very good planning of the curriculum to meet the needs of individuals.

Commentary

20. The curriculum meets all statutory requirements of the National Curriculum and provides religious education in line with the locally agreed syllabus. However, the school goes well beyond meeting statutory requirements and provides pupils with challenging and interesting experiences that make them come eagerly to school, usually with a smile on their faces because learning is exciting. Langley Fitzurse has managed to plan opportunities that are fun, often involving parents and local residents, whilst maintaining rigour and purpose in the activities. This richness and innovation have been rewarded by the school's inclusion in the local authority's 'Vibrant Schools' project. This encourages the sharing of ideas between schools and looks to 'amaze, excite and inspire' pupils, especially through the arts.

21. Sufficient time is given to all subjects, with concentration on the core subjects, especially English and mathematics. However, well-planned topic work means that there are very good links between subjects so that, for example, extended writing can be reinforced in religious education and mathematics during physical education. Planning in two-yearly cycles ensures that pupils in mixed age classes do not repeat work. There is very good provision for individuals, including booster groups for the more able and withdrawal groups for pupils with particular needs, including those with special educational needs and those for whom English is not their home language. This helps ensure that all pupils, boys and girls, are achieving well according to their abilities. More able pupils also have good opportunities to meet peers of similar ability at other schools, for example to share music, poetry or science investigation.
22. Provision for PSHE is excellent and contributes significantly to the sense of common purpose and harmony that permeates the school. From their entry to school pupils are given the vocabulary to express emotions and consider the needs of others. The youngest pupils laughed aloud as they pulled faces to reflect changing emotions during the reading of 'George and the Dragon.' Older pupils identified by thumbs down the unsocial behaviour of a character in another story and discussed sensitively just whom bad behaviour affected. There is very good provision for drugs and sex education and for citizenship. Class and school councils provide pupils with planned opportunities for discussion and decision-making. Their social awareness and increasing sensitivity are demonstrated by the number of charities that receive large donations because of the pupils' efforts and through the effectiveness of the 'buddy scheme.'
23. Support for learning outside the school day is very good. There is a wide range of clubs, some of which are run by parents or the pupils themselves, such as chess or war hammer. Residential visits, family days and provision of fun homework enrich the curriculum and bring groups together. Outstanding links between the school and the community are mutually beneficial. Activities such as pancake races or scarecrow dressing are enjoyed by all and residents open their grounds for activities such as 'welly walks.' Provision for different areas of the curriculum is enhanced through whole weeks dedicated, for example, to the arts or the environment.
24. Very good links with other educational establishments help prepare pupils for the next stage of school life. Pupils in Years 5 and 6 visit local secondary schools and visiting staff teach pupils within Langley Fitzurse. Sporting links with other schools are good, especially for football and netball. The local cluster of schools is mutually supportive and increasing links with universities such as Bath Spa are resulting in activities such as robotics day led by students.
25. Many areas of the curriculum are enriched by a number of visitors. However, these do not reflect sufficiently cultural or ethnic diversity. There is insufficient planning to allow pupils to compare their lives with that of children in other areas of Britain or abroad or with that of children of other faiths. The influence of artists and musicians of a wide range of cultures is not obvious enough in the work or learning of pupils.
26. The match of teachers and support staff to the curriculum is very good. Teaching assistants are invaluable in enabling pupils with special needs to access the curriculum. All staff have a broad range of knowledge and experience so that all areas of the curriculum can be covered securely. Their commitment and good opportunities for training help keep them up to date with new initiatives.
27. Accommodation is good except for one classroom that is small and restricts some activities. For example it is difficult for all pupils to see each other performing. New accommodation including a large hall has made access for the disabled easier and has addressed the previous problem of where to teach dance or gymnastics. The new office space is already much appreciated and the large foyer will soon be used to house the school library. Excellent links with the parish council enabled a footpath to be laid that benefits residents and enables pupils to walk safely to the local field for games. Governors have ensured that sufficient resources of

good quality are available to enable the full delivery of the curriculum. Spending on resources is wisely linked to the school development plan and monitored closely.

28. Governors and the school have ensured that weaknesses of curricular monitoring identified during the previous inspection have been rectified. The governing body and the head teacher are rigorous in their monitoring and address areas of the curriculum as part of a rolling programme. Strong support is given to co-ordinators and is welcomed by them.

Care, guidance and support

The school provides a very safe and secure environment in which learning and personal development flourishes. The support, advice and guidance available to pupils are of a very high quality. The involvement of pupils in the life of the school is excellent.

Main strengths and weaknesses

- Procedures for health and safety, including child protection, are very good.
- Support, advice and guidance given to pupils is very good.
- Arrangements for involving pupils in the life of the school are excellent.

Commentary

29. Procedures for health and safety, including child protection arrangements, are very good. The health and safety policy is comprehensive and relevant to the needs of the school. Detailed risk assessments have been prepared, and these are properly implemented and updated when necessary. Health and safety considerations are fully highlighted in lessons, as was illustrated by the safety briefing given to pupils prior to their departure on the “welly walk” in which the danger of ponds, running, and straying off, were all emphasised.
30. The school’s commitment to health and safety is exemplified by the new path and cycle way that was specifically designed to reduce traffic congestion outside the school and promote good health by allowing pupils to walk to and from home.
31. The care, guidance, and support given to pupils are very good. The sympathetic and supportive approach adopted by both teaching and non-teaching staff very greatly boosts pupils’ learning and personal development. Pupils with special educational needs and those who are learning English as an additional language are guided and supported well because of the high regard the school pays to meeting individual needs. Staff involve pupils in setting targets on their individual education plans according to their age and understanding. Some pupils sign and help review their own plans. The learning and personal development of pupils are very effectively tracked and monitored. Progress is very well recorded and teachers are fully aware of each pupil’s rate of learning.
32. Induction arrangements for new pupils are very good. Transitional arrangements from pre-school providers are carefully structured, with pupils attending school on a part-time basis prior to commencing formally in the following term. Parents are invited to an introductory parents’ evening during which they are fully acquainted with school policy, organisation and procedures. Written information given to parents is of a very high quality.
33. Arrangements for seeking and acting upon the views of pupils are excellent, and the school has successfully created a culture of consultation within which pupils are encouraged to express their views without inhibition or unnecessary restriction. School and class councils provide a regular forum in which views can be expressed on virtually all aspects of school life, including homework, decoration of the school, and pupil behaviour. Pupils of all abilities and other groupings are encouraged to take an active part in this forum. The school is attentive to opinions expressed and frequently implements recommendations made by the school council, as illustrated by the furnishing and decoration of the new hall and foyer.

Partnership with parents, other schools and the community

An excellent partnership exists with the local community, and very good partnerships have been established with parents and local educational establishments.

Main strengths and weaknesses

- Community links are excellent and greatly enrich the curriculum.
- Communication with parents is very good.
- Parental involvement in the life of the school is very good and significantly boosts learning.
- Links with other educational establishments are very good.

Commentary

34. The school is held in very high regard by parents. They believe teaching to be very good, the school to be very well led and managed, and that pupils thrive within a safe and secure environment.
35. Parents are provided with very good information as to what is happening at school and as to how their own children are progressing. Fortnightly newsletters are issued which are lively and informative. The school prospectus provides a comprehensive summary of activities and organisation, and is appealing to the reader by its attractive design. The governors' annual report to parents is comprehensive, providing a very good summary of the previous year's results and events. Annual written reports provide a very good summary of pupil progress, both in terms of academic progress and personal development. Further feedback is available through regular parent evenings. Parents' understanding of how their children learn at school, and the role they themselves can play in providing support at home, is enhanced through curriculum meetings devoted to the teaching of particular subjects. Teachers are highly accessible both before and after school, which allows concerns to be discussed informally and without delay. Formal complaints are very rare, but very good procedures exist to deal with any that might arise.
36. Communication with parents of children with special educational needs is good. Parents are quickly informed of concerns and are invited to contribute to individual education plans and reviews and to discussion with professionals from outside agencies.
37. Parents are very heavily involved in the life of the school and considerably promote learning. They provide a small army of helpers in school, assist with external visits, and help their children to learn at home by assisting them with homework. The Friends of Langley Fitzurse School Association is very successful in raising funds for the school and in providing a focus for teachers and parents to meet socially.
38. Links with the local community are excellent and greatly enhance learning. Involvement with two local computer companies has resulted in the donation of computer equipment, and pupils visit one company to gain "hands on" experience of designing web sites. A local architect has worked in collaboration with a local structural engineer to design, and project manage, the new hall, both working on a voluntary basis. Pupils visit the local Leonard Cheshire home to perform Christmas plays, and residents visit the school to discuss disability as part of the personal, social and health education curriculum. Links established with local farms provide the opportunity for pupils to experience lambing and pond dipping. The spiritual awareness of pupils is greatly enhanced through a strong partnership established with the adjacent church and chapel. A knowledge and understanding of local government have been achieved through pupils being directly consulted on the new footpath by members of the Parish Council.
39. Very strong and effective partnerships have been established with local educational establishments. Annual day visits take place to the two local secondary schools, and very

strong curricular links have been established, particularly in mathematics and science. A close involvement with the local primary cluster group provides a very good opportunity for the curriculum to be enhanced through joint support groups and through football and netball tournaments. Very strong liaison exists with two pre-school providers and this ensures that the transition into full-time education is planned and implemented with efficiency and sensitivity.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good, as is governance.

Main strengths and weaknesses

- The headteacher has a very clear vision for the future development of the school and has the full support of staff and governors.
- The very good leadership of the curriculum and teaching by the headteacher, and by subject and aspect co-ordinators, is instrumental in raising standards.
- Very efficient management systems reflect the emphasis on self-evaluation and commitment to improvement.
- Approaches to financial management are very good and help the school to achieve its educational priorities.

Commentary

40. The leadership and management of the headteacher and key staff are very good. The headteacher's excellent clarity of vision, sense of purpose and high aspirations are shared by all staff and governors. Strategic planning reflects the school's aim 'to establish a framework of shared values, based on lifelong learning, that focus on the school being part of a community of educators'. The headteacher and key staff provide very good leadership of the curriculum and teaching. They are very good role models for staff and pupils and inspire, motivate and influence them, thereby establishing a very positive climate for learning. There is a strong commitment to inclusion and the development of pupils' independence, confidence and self-esteem. The leadership and management of special educational needs are very good. The head teacher, who is the special educational needs co-ordinator, and the special educational needs governor are well trained for their roles and totally committed to inclusion for all pupils. Links with outside agencies such as the sensory support services and educational psychologist are very good.
41. The school has established very good systems for the regular monitoring and evaluation of the progress of pupils in English and mathematics. These provide clear evidence of pupils' achievement and enable effective action to be taken where necessary. The school recognises the need to improve the tracking of pupils' progress in other subjects. It manages the recruitment, retention, deployment and workload of staff very well. Together with very good induction procedures, performance management and the continuing professional development of staff, this is a crucial factor in bringing about improvement. Very good links with teacher training colleges are mutually beneficial to both the teachers in training and the school. Approaches to financial management are very good; funding is used well. The school budget is led by the priorities in the school improvement plan and is managed very efficiently by the headteacher, the school's finance officer and the governing body. They have a very good understanding of the principles of best value and obtain very good value for money. The current larger than average balance is ear-marked to cover costs associated with the very recently completed building project.

42. The governance of the school is very good. The governing body combines a wealth of educational, financial, business and other experience. Full advantage is taken of available training opportunities. The governors have a very good understanding of the strengths and weaknesses of the school and take an active part in shaping its vision and direction. They ensure that the school fulfils its statutory duties with regard to special educational needs, English as an additional language, race equality, disability, gender, and inclusion. They challenge, as well as support, the leadership and management of the school and are prepared to take difficult decisions, if necessary.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	294908
Total expenditure	293644
Expenditure per pupil	2936

Balances (£)	
Balance from previous year	53980
Balance carried forward to the next	55244

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Reception Year (Foundation Stage) is **very good**.

Standards on entry match those expected for children of this age. They make a good start to their learning in a stimulating learning environment. Children make good progress through the Foundation Stage, and achieve well in the six areas of learning. Standards at the end of the Reception year are above those expected for children of this age in communication, language and literacy, mathematical development and knowledge and understanding of the world. They are well above in personal, social and emotional development, physical development and creative development. This represents very good improvement since the last inspection.

Leadership of the Foundation Stage is very good. The Foundation Stage leader has a very clear vision for future development. Her management is very good. Through her knowledgeable and innovative leadership of teaching and the curriculum, she provides a very good role model for staff and children and has created a very effective staff team. Teaching is very good and leads to very good learning for all children. Strengths of teaching are the encouragement and engagement of children, high expectations, challenging tasks and the very good contribution of the teaching assistants. The level of care and the quality of support are very good. Thorough assessment procedures enable staff to respond to children's individual needs. Children are prepared very well for entry to Year 1. Accommodation and resources are good. The school is aware of the need to further develop the outdoor area, in order to fully complement the indoor classroom.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good induction procedures enable children to settle quickly into routines.
- Teachers use ongoing assessment very well to meet the needs of all children.

Commentary

43. Personal, social and emotional development is an important element of all areas of the Foundation Stage curriculum. Carefully planned and well-focused activities engage children's interest and encourage independence. Children respond well to what is provided and, with direction and support, become independent users of the classroom and the outdoor area. The strong emphasis on inclusion ensures equality of access to the curriculum, for all children. Imaginative use of the accommodation creates a stimulating learning environment, in which good resources are readily accessible. Children's very good attitudes, behaviour and relationships contribute significantly to their very good learning. Their concern for their own needs begins to incorporate sensitivity towards others. They learn to manage their feelings and to share, for example, when working together on the computer. All children develop an understanding of the difference between right and wrong and recognise the need for a common code of behaviour. They are taught to show care for others and to appreciate similarities and differences between them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are very well planned opportunities to develop children's language.
- Basic skills of speaking, listening, reading and writing are taught well.

Commentary

44. Opportunities to develop language skills are planned in every area of the curriculum. The National Literacy Strategy is introduced gradually. Direct teaching is followed by focused activities that support what has been learnt. The early emphasis on sounds and word-building skills helps children to write stories, using their phonic knowledge to attempt to write words. Sessions are structured well to provide time for adult-directed activities and individual choice. Children's language development is enhanced as they interact with others and explore the meanings and sounds of new words. Most children listen carefully, extend their vocabulary and use a widening range of words to express their ideas. They develop their reading skills through practice in phonics, listening to stories, sharing books with adults and joining in familiar refrains. They re-tell familiar stories, using 'time' words, such as, 'first', 'next', 'then', 'after that' and 'at the end'. Good letter formation is developed through practical experience, and children have many opportunities to apply their writing skills.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- A wide range of practical activities helps to develop children's mathematical skills.
- Children are encouraged to use mathematical language.

Commentary

45. Children develop mathematical concepts and language through focused play. In each lesson, oral work is reinforced through practical activities and simple programs on the computer. Most children recognise numerals to 20 and count to 20 and beyond. They find one more or one less than a number from 1 to 10. Most children carry out addition and subtraction of numbers between 1-10; more able children work with numbers between 11-20. Children compare two groups of objects saying whether they have the same number, 'more than' or 'less than'. Their understanding of capacity and weight is developed through their experience with sand and water, using words such as 'heavier' and 'lighter'. They sequence objects in order of size, using vocabulary such as 'shorter' and 'taller', and develop positional language, such as 'next to', 'in front of', and 'behind'. Most children are able to name and describe some of the properties of two-dimensional shapes. All aspects of the National Numeracy Strategy are taught in a relevant and interesting context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of activities develops children's understanding and use of the senses.
- ICT skills are developed well.

Commentary

46. Children are familiar with the school and the local environment. They investigate objects and materials, such as bricks, tiles, wood and glass, by using all their senses, as appropriate. Their interest in why things happen and how things work develops. They go out on listening and observing walks, learn the names of flowers, trees and birds, and identify sounds such as the wind whistling in the trees. Their care for living creatures develops as they explore the school grounds and visit a local farm. They begin to look more closely at similarities, differences, patterns and change. Their knowledge of the past develops as they think about events in their own lives and those of their families, compare old and new toys and other items brought by a visitor from the local museum, and learn about castles. Computer skills are developed progressively. Children competently use a range of software to support the development of reading, phonics, writing, number, sorting and matching. They program a Pixie to carry a knight to a dragon's castle, estimate how far the Pixie will travel, and check the accuracy of their predictions. They begin to understand a little about their own cultures and beliefs and those of other people, as they visit the church and chapel and learn about special times, places and people.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given opportunities to respond to rhythm and music.
- The teaching of physical skills, and the use of tools, is very good.

Commentary

47. Children respond to rhythm, music and stories through movement. As they negotiate space, in the outdoor area, they adjust the speed of their vehicles and change direction to avoid obstacles. They move with confidence, imagination, control and co-ordination, and with an awareness of others, in the hall and outside, and use climbing equipment safely. In acting out the story of 'George and the Dragon', they stretch and prowl as the dragon awakes, and use gestures and facial expressions, in response to music. While travelling along, under and over equipment, they use a range of body parts. Most children are able to throw and catch balls successfully. They are aware of the importance of a healthy diet and exercise and recognise changes that happen to their bodies when they are active. Physical skills in the classroom are taught well. Children show increasing skill and control in handling tools, objects and malleable materials safely.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- There are many opportunities for children to explore a variety of media in art.
- They are given very good opportunities to use their imaginations.

Commentary

48. Children's creativity is developed within stimulating learning areas. There is a clear focus for each activity. For example, after a discussion on form and space, children built a dragon's lair, painted a picture of a dragon and built a tower of castles in wet sand. With guidance and support, they learn to use primary colours and to differentiate and mix colours. Their ability to

cut and join a variety of materials develops through practical experiences. As adults work alongside children, they encourage them to talk about their work, using appropriate vocabulary. Children develop their ability to draw and paint, as they produce portraits of themselves, their families and others. They learn about line and shape and make models, such as boats and a flying machine for a dragon. Classroom displays demonstrate clear progress over time, in the use of colour and in pencil and brushwork. Children enjoy music. They explore high and low sounds with their hands, voices and instruments, create music and listen to music from other cultures. Adults encourage them to use their imaginations and communicate ideas through music, dance and role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is very good.

Main strengths and weaknesses

- Very good teaching leads to very good learning for all pupils.
- Teaching assistants make a valuable contribution to pupils' learning.
- Constructive assessment is used very well to respond to individual needs.

Commentary

49. Standards in speaking and listening and writing are above those expected of pupils in Year 2, and standards in reading are well above average. Standards in English are above those expected in Year 6. Pupils make good progress against their prior attainment and achieve well. As a result of very good support, pupils with special educational needs achieve well. Inspection findings suggest that pupils in Year 2 should exceed national expectations and pupils in Year 6 should meet the challenging targets set for them and, in most cases, exceed them.
50. Standards in speaking and listening are above those expected of pupils in Year 2 and Year 6. Pupils listen attentively for sustained periods of time and contribute well to discussions. They share their ideas with a partner and in small groups. Pupils in Year 2 confidently described how they pictured the room in which a young girl lay asleep in the poem, 'The Castle on the Hill'. Year 6 pupils contributed maturely to a discussion on the metaphors and similes contained in the story of 'Excalibur'.
51. Standards in reading are well above those expected of pupils in Year 2 and Year 6. Attainment in reading is tracked and analysed to improve standards. In regular guided reading sessions, outside the literacy hour, pupils are introduced to a wide range of books and authors. Increased opportunities for individual reading are proving successful in raising standards in reading. Teachers model reading very well and successfully capture pupils' interest. Computer programs are used well in early reading development. Discussions with staff and pupils indicate that most pupils are supported very well in their reading at home.
52. Standards in writing are above those expected of pupils in Year 2 and Year 6. The school's emphasis on writing and extended writing sessions are beginning to have a positive influence on standards. Pupils in Year 2 wrote at length about what they imagined might have happened to the young girl who slept behind the castle door. When describing mythical characters, pupils in Year 6 used both literal and figurative language. There are many opportunities for pupils to develop different styles of writing in most subjects of the curriculum.
53. The quality of teaching and learning is very good. Very effective planning ensures that work is matched well to the needs of pupils and is carefully designed to engage their interest and challenge their thinking. Teachers use very good questioning skills to encourage pupils to

- reflect and explain. The school's commitment to inclusion ensures very good support for all pupils. Pupils apply themselves very well to their work, both individually and collaboratively.
54. The subject leader provides very good leadership. She has a very clear vision for the future development of the subject and provides a very good role model for staff and pupils. Very good assessment and tracking procedures lead to changes of emphasis in teaching and the provision of additional literacy support where needed. The curriculum is enriched by very good resources, visits from travelling theatres, special events, participation in local events and drama. The quality of provision shows very good improvement since the last inspection.

Language and literacy across the curriculum

55. The use of language and literacy across the curriculum is good. There is a structured approach to developing pupils' literacy skills in other subjects. Speaking and listening, reading and writing skills are built into planning and are developed well, in most areas of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Strengths and weaknesses

- Very good use of homework and parental involvement is helping to raise standards in mental mathematics.
- Good use of ICT resources enhance learning.
- Very good tracking of pupils' progress and record keeping is enabling the school to set appropriate targets for pupils.

Commentary

56. Work in the books of pupils in Year 2 shows good developing knowledge, skills and understanding in number work and good examples of the application of these in different contexts, for example money and the measurement of length and weight in metric units. Good challenges are included; for example, 'When I add two single-digit numbers do I get more single-digit answers than two-digit ones?' These provide a good level of stimulation for all pupils, including the more able. During the inspection pupils made good progress in their ability to describe and extend number sequences, ranging in difficulty from 0, 5, 10, to 3, 6, 5, 8,... Higher attaining pupils in Year 2, working with pupils from Years 3 and 4, were challenged well when looking for pattern in Roman numerals; they achieved very well, recognising, for example, the significance of the relative positions of the symbols as in XL and LX. Overall standards are above average and pupils of all levels of ability achieve well.
57. Examination of the work of pupils in Year 6 shows a strong emphasis on number work with good work also on shape in terms of symmetry, coordinates, drawing and interpreting graphs. Work at home and parental support play a very significant part in raising standards and pupils have made good progress in their numerical competence, for example with fractions, decimals and percentages, money, time and measurement using metric units. Pupils, including those with special educational needs, achieve well. During the inspection pupils of all abilities were challenged well in problem solving activities, successfully picking out key information and choosing appropriate operations. In this lesson, as in others, the school's ICT resources, especially the SMARTboard, were used well to promote learning. In a booster lesson, higher attaining pupils were very quick and accurate at working out calculations such as 25 per cent of 160 and $\frac{4}{5}$ of 45. Standards are above average and the school's tracking data suggests that this year's national test results will be at least above average.
58. The overall quality of teaching is good; during the inspection it ranged from satisfactory to very good. Good features include the use of ICT, emphasis on strategies, explanations and problem solving as well as the focus on improving mental skills. Teaching throughout the

school is clearly focused on improvement in terms of mathematical skills, knowledge and understanding and the particular needs of pupils in mixed-age classes are met well. Marking is conscientiously undertaken and is both encouraging and corrective. Pupils receive good feedback as to how they are getting on.

59. The co-ordinator provides good leadership and support for colleagues. She is successfully developing target setting so that pupils have more involvement in this and are more aware of their individual targets in lessons. ICT programs to support and extend pupils' learning are being carefully chosen; that used to enhance learning about Roman numerals was a good example. Her analysis of pupils' performance in different areas of the curriculum in national tests is contributing well to future planning.

Mathematics across the curriculum

60. There are some good examples of pupils using their mathematical skills of graph drawing or measuring in other subjects, for example science and design and technology. There is room for improvement in the extent to which pupils of all abilities are given regular, planned opportunities for applying the mathematics that they are learning in other contexts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good emphasis on investigative work throughout the school and very good resources to support this.
- Pupils are developing a good scientific knowledge base and good understanding of the scientific method.
- Improvement in national test results at the end of Year 6, although written accounts and explanations are relatively undeveloped.

Commentary

61. Examination of work carried out by pupils in Year 2 shows that they have been given good opportunities to undertake investigations and make predictions, for example when pushing toy cars on different surfaces as part of their work on friction. Pupils' answers to written questions indicate good understanding of *pushes* and *pulls* in relation to the poles of a magnet. During the inspection, these pupils examined a wide range of man-made and natural materials under the guidance of their teacher, a teaching assistant and a parent volunteer. All three adults used questions well to refine and extend pupils' learning; in response pupils demonstrated standards of oral contribution, observation and correct use of scientific vocabulary that were above average. All pupils, including those with special educational needs were very effectively included in the lesson and all achieved well. Pupils in Year 2 are well on track to achieve above average results in the end of year national assessments; this represents an improvement from the time of the last inspection.
62. Pupils in Year 6 have developed a good knowledge base with respect to the human skeleton, bones, muscles, the heart and lungs and digestion. Their work on materials includes predictions and testing about waterproofing and pupils have been supported well by the provision of a framework that focuses them on the question, fairness, predictions and why. Investigations of the forces acting on an elastic band and the behaviour of magnets show that pupils are gaining a good understanding of the scientific method. Accounts and explanations are relatively undeveloped; it is only when there is an explicit focus on writing an explanatory text that most pupils produce extended and very well presented work. Indications from the work seen in books and lessons and from the school's tracking and target setting data are that attainment is above average and that pupils, including those with special educational needs,

have achieved well throughout their junior years. Overall standards have been maintained since the last inspection and the trend in national test results has been upwards.

63. The overall quality of teaching in Years 3 to 6 is good, with an appropriate emphasis on experimental work. Marking and the correction of pupils' work are well done although older pupils do not always follow up their teachers' further challenges and pointers for improvement. Good records are maintained of pupils' progress.
64. The co-ordinator provides good leadership and support for colleagues. There is a growing emphasis on investigational work and the co-ordinator recognises that that pupils' learning and achievement could be promoted further through developing their recording. Resources are very good and include CD ROM based information sources. There are some good examples of planned connections between science and literacy, for example the explanation text referred to earlier. Weather graphs produced by pupils in Year 2 use and develop their mathematical skills. Such linked work is making a good contribution to raising standards in numeracy, literacy and science.

INFORMATION AND COMMUNICATION TECHNOLOGY

There was not enough evidence from lesson observations or from examination of pupils' work on which to base secure judgements on provision or on teaching and learning. However, from the scrutiny of planning documents and resources and discussions with pupils and teachers, some strengths and weaknesses were identified. It is very clear that the school has moved a very long way forward since the last inspection in terms of hardware, software and staff expertise.

Main strengths and weaknesses

- Resources, including computers in each classroom and data projectors and SMARTboards in two, are very good and used well.
- The co-ordinator and the ICT governor provide very good leadership and support for staff.
- The use of ICT to support and extend learning is not always considered in lesson planning across the curriculum.

Commentary

65. At the time of the last inspection, resources, teaching and pupils' attainment were unsatisfactory. The headteacher and staff, with active support from the governing body, have promoted improvement successfully in all respects. Pupils in Years 1 and 2 now use a word processing package and import pictures created with a painting program. They successfully use software to identify where there should be full stops and capitals in text. They navigate a floor robot around a grid and produce graphs to show their favourite shops. Their competence is above average for their age and they are achieving well in terms of developing their skills, knowledge and understanding.
66. Pupils in Year 6 did not have the benefit of the improved provision in their earlier years in the school and so there are some gaps in their experience. Most, however, are more than competent computer users. They demonstrated a mature understanding of the issues involved in on-line communication and the disclosure of information in a very well taught and resourced lesson during the inspection. In both of the junior classes teachers use the SMARTboard very well to enhance their presentation and to give pupils interactive opportunities. All pupils, including those with special educational needs have good access to the school's ICT resources.

Information and communication technology across the curriculum

67. There were some good examples of pupils using ICT to support and extend their learning in other areas of the curriculum. For example, a group of pupils in an English lesson in the Year 2, 3 and 4 class worked very effectively in pairs discussing and composing their poems at the

computers. Pupils from the same class developed and tested their use and understanding of Roman numerals via a well-chosen program. The co-ordinator has clearly identified the need to plan more opportunities for pupils to use their developing skills in a wide range of subject and topic contexts. She runs a computer club for pupils in Year 5, currently focused on web page development. The ICT governor has provided very good support in this respect and in the overall improvement of resources.

HUMANITIES

Commentary

68. In **history** it was not possible to make an overall judgement on standards, pupils' achievement, teaching or provision, as only one lesson was observed. Pupils in Year 2 have a good knowledge of the local area, and make comparisons between aspects of life in the past and life today. Older pupils show understanding of the importance of historical sources when researching how early settlers, in particular, have left their mark on the local area. They have a developing knowledge of life in Tudor and Victorian times and during the Second World War. Links with literacy are made through imaginative writing, and chronological and non-chronological reports. Good use is made of the Internet to develop pupils' historical enquiry skills. The curriculum is enriched by Iron Age and Victorian Day experiences, visits from museum staff, two residential visits, and studies of the local area. During the inspection, pupils in Years 2,3 and 4 were taught by a visiting 'Celt' and gained much valuable knowledge about the Celtic and Roman way of life and the Roman legacy to Britain.
69. In **geography** it was not possible to form an overall judgement about provision, standards of work, achievement or teaching, as no lessons were observed. Pupils in Year 2 have a good knowledge of the local area and make comparisons with Egypt and Gambia. Year 6 pupils have a developing understanding of local and world weather patterns, countries in Africa, water, rivers and mountain environments. Regular Recycling and Environmental Weeks increases their understanding of how human factors can impact on the environment. During their residential visits, pupils study coastal erosion and deposition, and sand dune habitats. Links are made with literacy through discussion, stories and facts about other countries, and different forms of writing, for example, an account of a Gambian child's journey to market and the production of a holiday guide to Egypt. Pupils use their mathematical skills when working on map coordinates and direction. The Internet is used well for research.

Religious education

No overall judgement about provision, standards of work, achievement or teaching can be made because no lessons were seen during inspection. From the evidence available, opportunities to learn about the Christian faith are good but are insufficient to ensure that pupils have a good knowledge and understanding of other major world faiths.

Main strengths and weaknesses

- By Year 6 pupils have a good grasp of major Christian beliefs.
- Pupils have insufficient knowledge of other religions.
- RE contributes significantly to pupils' ability to empathise and to literacy.
- Excellent links with the local church and chapel help establish a sense of community.

Commentary

70. By Year 2 standards of work are in line with those seen nationally. Pupils learn about the Christian faith through Bible stories, visits to the church and visits from the local vicar and pastor. Achievement is satisfactory. A developing sense of spirituality is evident in the prayers pupils write and in accounts of special places and people: 'My special place is home, I know

that I am being loved properly by my parents and my sister.’ Their work is carefully presented with staff helping to record the work of those who find writing difficult.

71. By Year 6 standards are still in line with those seen nationally. Achievement is satisfactory. Pupils research the life of Jesus. They know that the gospels give accounts of His life and they record their work carefully in a range of ways. Discussion with pupils shows that they have good recall of the major Christian festivals and that they respect the views of each other and those of other faiths. However, they have little recall of learning about any other religion. Learning has not been reinforced by visits to places of worship other than Christian or by listening to representatives of other faiths.
72. Leadership and management of the subject are satisfactory. The co-ordinator has implemented the locally agreed syllabus and ensured that resources are sufficient. The subject contributes well to spiritual, moral and social development. However, judgements made at the previous inspection about lack of opportunities to consider major world religions other than Christianity have not been addressed satisfactorily. Pupils regularly visit the nearby church and chapel and benefit from assemblies led by the vicar or pastor. Links are so good that during the recent re-building work some classes took place in these buildings.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen to make overall judgements about provision in art and design, design and technology, music and physical education. Recent building work has disrupted the work of the school although the resulting accommodation represents a great improvement. However, space for displaying pupils’ work in art and in design and technology has been seriously limited as have been the opportunities and resources for indoor physical education. Evidence from the afternoon of arts activities undertaken by pupils in Years R, 1 and 2, lessons in physical education and design and technology, work on display and discussions with pupils and teachers makes it possible to identify some strengths and weaknesses.

Art and design

Main strengths and weaknesses

- Good expertise of staff means that they are comfortable teaching the subject.
- There is a lack of planning for the progressive development of skills and insufficient assessment of work.
- Good resources are used especially well during family days and when working with artists in residence.
- Pupils’ work does not reflect sufficiently the influence of a wide range of artists and cultures.

Commentary

73. Good cross-curricular links help pupils make connection between different areas of learning. For example, pupils in Year 1 find out how long a continuous line can be cut from one piece of paper as they study line and shape. Pupils in Year 2 make observational drawings of toys and are influenced by Aboriginal art. Pupils in Years 3 and 4 look at the work of Paul Klee and express their emotions as well as their artistic ability. ‘I am a table, I feel shy when people put things on me’ wrote one pupil. However, there is a lack of clear progression as pupils move through the school. By Year 6 pupils have not experienced a broad enough range of influences and media and have a very limited knowledge of major artists.
74. Leadership and management of art are satisfactory. The co-ordinator has recently introduced a new scheme of work and is in the early stages of keeping records of assessment and evidence from all ages.

Design and technology

Main strengths and weaknesses

- Strong focus on progressive skill development from one year group to the next.

Commentary

75. Design and technology has a secure place in the school's curriculum and work is often planned as part of the cycle of topics. During the inspection, for example, pupils developed their designing skills well in a lesson that focused on planning a standard for a Roman standard bearer. Good links with science were evident when pupils in Year 1 and 2 investigated the strength of shopping bags that they made of different materials and when they constructed a cloche to cover their seedlings. There is a very good focus on developing understanding of the design process as well practical skills. Pupils in Years 5 and 6, for example, are provided with a good frame for evaluation: *the original plan, resources, alterations, difficulties, and improvements*. A record of practical skill acquisition follows through from one class and year group to the next; this is very good practice.

Music

Main strengths and weaknesses

- Very good standard of singing and good opportunities for instrumental music tuition.
- Very good support by music governor.
- The composition aspect of the music curriculum is under-developed.

Commentary

76. Pupils enjoy singing and benefit from opportunities to work with pupils from other village schools on large-scale performances. In an assembly they sang *Peace like a river in my soul* very well, from memory, in tune with the piano accompaniment. The school subsidises tuition in strings, woodwind, brass and voice and a number of pupils play in county junior orchestras. These are valuable opportunities.
77. Progressive development of musical knowledge is promoted in Years R, 1 and 2 by the subject co-ordinator teaching each of these groups. During the inspection pupils in Year 2 responded well to good teaching and high expectations by keeping three distinct rhythms going. Pupils in Year 4 made good gains in their knowledge of dynamics and in their listening skills when distinguishing between loud and quiet sounds. The lesson was fun and pupils caught the enthusiasm of the teacher.
78. The music governor provides very good support; he has conducted a review of the current provision that will be a large part of the basis for further development of music when it is next a focus subject. The very experienced co-ordinator recognises that improving resources and developing pupils' compositional skills are two important aspects of plans for the future.

Physical education

Main strengths and weaknesses

- Most pupils achieve the national expectation in swimming.
- Good opportunities for taking part in team games.

Commentary

79. Until recently the school's hall was inadequate for many aspects of indoor physical education; its very good replacement currently has a temporary floor covering and is not fully equipped. Nevertheless, it is clear that the accommodation has been greatly improved. The school has the use of the village field for games and athletics and holds an annual sports day. Provision for swimming is very good, with children throughout the school going to the baths every other half term. Most pupils achieve the national expectation of swimming 25 metres unaided well before they leave the school.
80. Regular opportunities for exercise are rightly seen as making an important contribution to learning across the curriculum. Pupils in Years 1 and 2 benefited from a short session of exercises designed to improve their co-ordination because the assessment and support provided by the teacher and other adults were good.
81. There is good provision of after school opportunities to take part in football, netball, cricket and athletics and for competitive fixtures with other local schools. The co-ordinator has correctly identified both the need and the opportunity to now improve gymnastics, and to develop dance, particularly its multicultural aspects, further.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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