

INSPECTION REPORT

MANIFOLD CE PRIMARY SCHOOL

Warslow, Buxton

LEA area: Staffordshire

Unique reference number: 124305

Headteacher: Mr D Mellor

Lead inspector: Mr C Parker

Dates of inspection: 15th – 17th September 2003

Inspection number: 256828

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

© Crown copyright 2003

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	54

School address:	off Leek Road Warslow Buxton
Postcode:	SK17 0JP

Telephone number:	01298 84320
Fax number:	01298 84784

Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P Gilman

Date of previous inspection:	9 th November 1998
------------------------------	-------------------------------

CHARACTERISTICS OF THE SCHOOL

A very small rural school set in the Staffordshire Moorlands. It serves a large area of villages and farms. Many pupils travel to school by bus. The school is located in a large building that was originally a secondary school which now also houses a number of community organizations.

There are 54 pupils on roll who all speak English as their first language and are of white, British heritage. Their attainment on entry is average. The school is designated as a primary school for pupils aged 3-11 but currently there are no pupils older than 9 years because they transfer to middle school. From time to time parents elect for their children to stay at the school until they are 11 years old. The number of pupils on roll is falling because of rural depopulation. However, an additional 6 pupils joined the school during last year and none left. The proportion of pupils with special educational needs is less than average. At the moment none of the pupils has a statement.

The school received its second achievement award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11897	Chris Parker	Lead inspector	<i>Mathematics, science, information and communication technology, art and design, design and technology, physical education, special educational needs</i>
9146	Mark Brennand	Lay inspector	
16892	Julia Elsley	Team inspector	<i>English, history, geography, religious education, music, Foundation Stage curriculum,</i>

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

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 MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
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, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective school**. Its strong ethos of care has a very positive impact on the personal development of the pupils. They are making good progress and achieving well because the teaching is consistently good, the curriculum is interesting and the leadership of the school is seeking continuing improvement. Although costs are high the school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- the pupils are achieving well because the teaching is good; all pupils are well supported
- standards are above average overall. *In writing they are not yet achieving the high standards they should be*
- the curriculum is well planned, broad and interesting but pupils do *not have enough opportunities to use information and communication technology right across the curriculum*
- in the Foundation Stage the teaching is good and the children do well but *do not have enough opportunities for outdoor learning*
- the pupils' attitudes to learning are positive and their behaviour is very good
- the pupils' personal qualities are developed effectively by the school
- relationships in the school and between the school and parents are very good
- the teachers know the children well and value their ideas but they have *few opportunities to contribute their views on the development of the school*
- the headteacher provides strong leadership and is well supported by the teaching team and the governors, as together they strive to bring about continuing school improvement.

There has been **substantial improvement** since the last inspection. Monitoring and evaluation of the work of the school by the headteacher and co-ordinators is now well established. The teaching is now much more effective, the curriculum is well planned and the needs of all abilities are well catered for. As a result standards have risen and many more pupils reach higher levels.

STANDARDS ACHIEVED

The pupils are achieving well and overall standards are above average. In the Foundation Stage the children are on course to reach the expected goals by the end of their reception year. The pupils are well taught and are achieving well. By the end of Year 2 and Year 4 standards are above average, pupils are making good progress and achieving well. In 2002 the results were well above the national average. The results in 2003 are not as high but this data should be used cautiously because the cohorts are small. Nevertheless, inspection findings indicate that in reading and mathematics the upward trends in standards are being maintained. However, in writing, current standards although securely average are not yet as high as they should be.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	A	D	A	A
writing	D	C	A	A
mathematics	A	A	A	A*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

By the end of Year 4 pupils are doing well in the humanities. They are achieving satisfactory standards in information and communication technology (ICT) but not doing as well as they should be because they do not have a sufficiently wide range of opportunities to use the good skills they acquire in ICT lessons right across the curriculum.

The pupils have **positive attitudes to learning**, respect each other and **behave very well**. In the classroom, dining room and on the playground relationships are harmonious. Pupils are always ready at the start of lessons and listen carefully to their teachers. **Attendance levels are well above average**. The **pupils' personal qualities are developed effectively by the school**. There are particularly good opportunities for moral and social development which enhance the good relationships within the school. The teachers also extend the pupils' understanding of the importance of cultural and religious traditions well.

QUALITY OF EDUCATION

The **quality of education provided by the school is good**. The teachers plan interesting tasks that motivate the pupils. There is a good level of challenge in lessons that is often modified for different groups of pupils so that all achieve well. Very good use is made of resources and artefacts to stimulate learning. Consequently, the pupils apply themselves well and work hard. The **teaching is consistently good** throughout the school.

The **curriculum is broad and interesting** and enhanced by a range of visits and visitors to the school but in the Foundation Stage the children do not have sufficient opportunities to use the outdoor environment to enrich their learning. The provision for pupils with special educational needs is effective. **The care, guidance and support of the pupils are all good**. The school very effectively ensures the care, welfare, health and safety of the pupils. They have good relationships with their teachers who monitor their progress carefully. The teachers know the pupils very well, listen to them and welcome their comments and ideas. However, there are few opportunities for the pupils to air their views about the school. **Partnerships with parents and the community are good**. Parents support their children well. The school and the pupils benefit from the close links with the community organisations based at the school, the local church and the local cluster of small schools.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good**. The governors help to provide the strategic direction for the school. The headteacher leads the teaching team effectively and manages the ongoing improvement of the school very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and think highly of it. The pupils enjoy school and feel they are valued and well supported.

IMPROVEMENTS NEEDED

To build on the many improvements made since the last inspection the school should:

- raise standards in writing and handwriting further
- extend the opportunities for outdoor learning in the Foundation Stage
- provide a wider range of opportunities to use ICT right across the curriculum
- create more opportunities for the pupils to air their views about the development of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is good throughout the school. In most of the core subjects and in the humanities standards are above average.

Main strengths and weaknesses

- The results of national tests at the end of Year 2 show a clear upward trend.
- The pupils are achieving well and reaching standards in speaking and listening that are well above average, and in reading that are above average at the end of Year 2 and Year 4. *In writing, standards have improved markedly, are broadly average but the pupils are not yet achieving the high standards they should be.*
- In mathematics the pupils' good achievements result in standards that are above average throughout the school.
- Standards in science have improved significantly and are now above average by the end of Year 4.
- In information and communication technology the pupils attain good skill levels but *do not have sufficient opportunities to use and enhance them right across the curriculum.*
- By the end of the Foundation Stage the pupils are reaching the goals set for them. They achieve well overall.

Commentary

1. Since the last inspection the school has focused on raising standards and has been very successful in many areas. This is reflected in the results of national tests which have improved significantly. In 2002 the results were well above the national average and the average for similar schools in reading, writing and mathematics. The results in 2003 are not as high but this fluctuation reflects the variations in small cohorts. Inspection findings indicate that in reading and mathematics the upward trends in standards are being maintained. However, in writing, current standards although broadly average are not yet as high as they should be.

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

Standards in:	School results	National results
reading	17.2 (15.3)	15.8 (15.7)
writing	15.9 (14.7)	14.4 (14.3)
mathematics	18.6 (17.3)	16.5 (16.2)

There were 11 pupils in the year group. Figures in brackets are for the previous year

2. In the Foundation Stage, the pupils attain the early learning goals set for them. The children are achieving well in all areas of learning except in their physical development where their achievements are satisfactory. This variation is because there are too few planned opportunities for them to develop their physical skills through outdoor learning. The good levels of achievement in speaking and listening and reading in Year 1 and 2 are the direct result of the emphasis and challenge for pupils in these areas. Stimulating reading activities that generate debate about storylines and character are a frequent feature of literacy lessons and the successful partnership between parents and school ensures that many families also develop this work at home. Although standards in writing are average many pupils are capable of achieving more. Higher expectations of older pupils and better marking would increase the level of challenge and raise

standards further. In mathematics the pupils are well challenged in lessons so that over the course of the year their work shows standards are above average.

3. In Years 3 and 4 good achievement continues in speaking and listening and reading. Recent improvements in reading resources have increased the range of material that interests the boys. As a result they appear to be better motivated and are now achieving improved results that are narrowing the gap in performance with the girls. Consequently standards are above average. In writing the pupils have a wide range of challenging opportunities to write for different purposes and across the curriculum. However, their achievements are satisfactory rather than good because not enough consideration is given, through the teachers' marking, to informing individual pupils how they can improve their work. Equally, the teachers do not consistently demand high standards of handwriting. In mathematics the pupils are achieving well because they are challenged and demanding tasks are set for higher attaining pupils. Lower attaining pupils and those with special needs are well supported and they also progress well. In science the teachers place considerable emphasis on investigation that interests and motivates the pupils to good levels of achievement.
4. Information and communication technology is used satisfactorily to support learning in subjects such as mathematics and science. The school's good resources are used effectively so that the pupils gain good skill levels but opportunities to apply these skills across the full breadth of the National Curriculum are not yet fully developed. As a result the pupils are not achieving the higher levels of which many are capable. In the humanities the teachers use stimulating resources to captivate the pupils' interest and encourage them to ask questions and seek answers. Knowledgeable teaching and an enquiring approach generate good levels of achievement and above average standards in history, geography and religious education.
5. Whilst there are still areas where the pupils' achievements can be improved and standards raised further, notably in writing, the school's improvement strategy has brought significant and sustained improvements in many areas. There is a clear commitment to further improvement. The headteacher and the teaching team have made very effective use of opportunities for professional development and staff training, performance management, data analysis, monitoring and evaluation to support improvement. These are now well established and prominent features of the school's clear sighted leadership and effective management which are firmly focussed on ongoing improvement.

Pupils' attitudes, values and other personal qualities

Attendance is good. The pupils are keen to come to school and enthusiastic about what the school offers them. They are very well behaved and respond positively in lessons. The pupils' personal development is good.

Main strengths and weaknesses

- Attendance levels are well above average and pupils arrive at school promptly.
- Strong moral codes are well established. Consequently, behaviour in lessons and on the playground is very good.
- The pupils are interested, motivated and keen to learn.
- The school creates good opportunities for the pupils to learn about other cultures and religions.
- The social development of the pupils is effectively fostered through a range of activities.

Commentary

Attendance

6. Attendance levels are well above average and there are no unauthorised absences. The school promotes full attendance through annual awards and is quick to investigate all absences. The parents unanimously agree that their children like school. The school's rural location means that

many pupils travel some distance to school. Whether travelling by car or school bus they arrive promptly and are always ready to begin lessons on time.

7. The pupils have positive attitudes to school and enjoy good relationships with their teachers. They respect each other and work well in groups. Most children settle very quickly because of the good induction programme for the youngest children. Where older children occasionally find it difficult to settle into a new class the teachers are sensitive and very supportive. Almost all pupils are happy, confident and appreciative of their school and when asked many could not think of anything they would like to improve. Others, however, often cited more of their favourite subjects. In lessons the pupils respond well and are genuinely enthusiastic about many of the tasks they are set. In games, for example, the Year 3 and 4 pupils not only participate fully in tasks to improve their hockey skills, and try hard in small sided games but also offer sensible evaluations of how others can improve their performance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.0
National data	5.4	National data	0.5

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

8. Behaviour in lessons is very good. There is an understanding, particularly, amongst Year 3 and 4 pupils that their views and contributions to lessons will be valued and that they, in turn should, respect the views and contributions of others. All parents agree that the pupils behave well. The pupils themselves are more varied in their responses but further discussion reveals relationships are harmonious and that any incidents of misbehaviour are dealt with quickly. Similarly older pupils indicate that instances of bullying are isolated and, when they do occur, are dealt with firmly.
9. Lunchtimes are pleasant and relaxed because the teachers eat with the pupils and create a calm atmosphere where friendly conversations are held. The pupils have an exceptionally attractive area and environment in which to play. Playtimes are safe and friendly. Some pupils would like longer opportunities to play with their friends. Given the small rural communities in which they live this is understandable. However, the headteacher has investigated the possibility of changing the times of the school day to accommodate longer playtimes but the constraints of school transport make this very difficult.
10. The children in the nursery and reception class are on course to achieve the early learning goals for personal development because they are given good opportunities to work and play together where they learn to share and collaborate.
11. The school fosters personal development effectively because it provides a wide range of opportunities for them within an ethos of care and respect. The pupils understand the importance of cultural and religious traditions. This was very evident in a religious education lesson where the pupils were learning about the importance of the Puja Tray to Hindus. They know the difference between right and wrong and are given many opportunities to develop their social skills both in school and through additional activities such as a residential visit. The community nature of the school also enhances their social development through, for example, putting on concerts for the senior citizens in the area.

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The teaching is consistently good. The pupils are learning effectively. The quality of the assessment of the pupils' work is satisfactory.

Main strengths and weaknesses

- The teachers plan interesting tasks that motivate the pupils but they *do not make full use of information and communication technology*.
- The teaching in the Foundation Stage is good but *not enough opportunities are created for outdoor learning*.
- There is a good level of challenge in lessons that is often modified for different groups of pupils.
- The teachers make very good use of resources and artefacts to stimulate learning. Consequently, the pupils apply themselves well and work hard.
- No time is lost because the teachers expect the pupils to be ready to work and behave well throughout all lessons.
- The teachers assess the pupils' work and record their progress thoroughly but *they do not mark their writing in a manner that helps the pupils to improve rapidly*.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	14	2	0	0	0

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

12. The teaching in the Foundation Stage is good. Good team work and positive relationships with the children gives them the confidence to participate fully and gain a good start to school life. The pace and rigour of the activities and the attentiveness of the adults to the children's individual needs are notable features of the teaching of the youngest children. The teacher plans the activities thoroughly although does not make enough use of outdoor learning which limits the opportunities the children have for vigorous physical exercise or to practice skills such as building with large blocks to support mathematical development. Many lessons have lively introductions to group activities that captivate the children's interest and the adults use challenging questioning which promotes the children's curiosity. The adults observe the children closely to assess if they are progressing. A recently introduced system for recording these assessments is providing good information for each child's profile.
13. In Years 1 and 2, and Years 3 and 4 there is a high level of consistency of approach brought about by the teamwork of the teachers who share ideas and strategies both formally through monitoring activities and informally as a small staff which works closely together. As a result the teaching in almost all lessons seen was good and in Years 3 and 4 some lessons were very good. The teamwork generated by the headteacher has allowed the teaching team to work collectively and successfully to raise standards. There is a shared commitment to providing the pupils with activities that interest, stimulate and challenge them. As a team the teachers have also used a wide range of professional development opportunities to improve their teaching of literacy and numeracy which the subject co-ordinators feel is the most significant factor in the improvements they have brought about. As a consequence the teachers plan their lessons thoroughly utilising the national guidance. Many lessons begin with very lively question and answer sessions which build on what the pupils know from a previous lesson or unit of work. In Years 1 and 2 the teacher actively encourages the pupils to ask and answer questions and share

their views. This contributes well to the good standards of speaking and listening the pupils achieve. The teaching assistant provides effective support for pupils with special educational needs through the additional literacy strategy.

14. In mathematics the mental activities at the start of each lesson engage and involve all of the pupils. In Years 1 and 2 the teacher effectively develops the pupils counting skills. In Years 3 and 4 the pupils were encouraged to tackle challenging and demanding problems following some very good direct teaching of how they should structure their approach to problem solving. This lesson illustrated well how the more able pupils are stretched by the teacher.
15. In Years 3 and 4, the teacher uses her good knowledge and her enthusiasm for the humanities to create activities that stimulate the pupils. The most significant factor in the lessons that were observed was the use of carefully chosen resources and artefacts, for example, when the pupils were learning about the importance of the Puja Tray to Hindus. Equally her knowledge of environmental issues not only enhances geography but also generates meaningful opportunities for pupils to write to, for example, the Peak Park Authority.
16. This last point is a good illustration of the successful way that the teachers provide the pupils with many opportunities to write in a range of contexts. This type of approach has been successful in improving standards although the teachers know that standards can rise still further and are currently working to this end. The pupils' work in writing, and across the curriculum, is carefully assessed and the results are thoroughly recorded. The children's writing is marked regularly and the pupils know from the teacher's comments how well they have done. However, the comments do not give them the sorts of specific guidance, on how to improve their work, which would raise standards at a faster rate.

The curriculum

Overall the school has a good curriculum. It is broad and interesting and enhanced by a range of visits and visitors. The accommodation and resources are good overall.

Main strengths and weaknesses

- The curriculum is well planned and organised.
- The provision for pupils with special educational needs is good.
- The curriculum for the Foundation Stage is satisfactory but the children do not have sufficient opportunities to use the outdoor environment to enrich their learning experiences.
- Satisfactory use is made of ICT across the curriculum *but the pupils' good skills and the available resources should be used more widely.*
- In most respects accommodation is good but there is *no designated outdoor area for the Foundation Stage.*
- In most subjects there are good resources but in the Foundation Stage they are satisfactory.

Commentary

18. The planning for the Foundation Stage Curriculum takes account of the stepping stones and Early Learning Goals. This is an improvement since the last inspection. However, there are not enough planned learning experiences for the children to use the outdoor learning environment to enhance their achievements across all areas of learning and, in particular, their physical development.
19. Since the last inspection the curriculum has improved. Planning utilises national guidance very well and takes into account the needs of the mixed age classes. Religious education is taught following the guidance of the locally Agreed Syllabus. The strategies that the teachers employ to deliver the curriculum are good and ensure that all pupils receive their full entitlement, including those pupils with special educational needs. The curriculum is monitored closely by the headteacher and co-ordinators to establish a consistency in its coverage. The teachers work well together and use the well stored and organised resources creatively. For example, artefacts

for history and geography are displayed attractively to encourage the pupils to be inquisitive. This contributes to a good ethos in which the pupils thrive intellectually, physically, socially and emotionally.

20. Discussions with the pupils reveal a high sense of motivation, a thirst for knowledge and an eagerness to learn and succeed. This is because the topics selected within the curriculum framework are very well planned and delivered in an interesting and stimulating way by the teachers. Visitors to the school enhance the curriculum in, for example, art by adding three-dimensional sculpture to the curriculum. Visits to places of interest such as the National Stone Centre enhance units of work in science. In discussion many pupils recall their residential experience as a highlight of their school life. For example, one child wrote on return from a residential visit last term, 'My best moment –going, my worst moment – going home'.
21. Since the last inspection, the provision for and opportunities to use information and communication technology have improved. However, although the pupils have good skills but they are not yet applying them right across the curriculum. For example, there is insufficient use in art to explore colour and texture and in the humanities to find information.
22. The pupils with special educational needs receive good support and the work is well planned to meet their needs. For example, they have good support in class and they are aware of their targets. They also have very good support in the small withdrawal group for well-focused work in literacy.
23. The extra-curricular provision is good and this extends and supports the curriculum particularly in art, music, history and geography. There are strong links with the community, which makes a significant contribution to the pupils' learning. The local vicar for example, is a frequent visitor to the school. The children take part in local events such as, the village Harvest Festival. Good relationships exist with other local first and primary schools. Many joint sporting and musical events are held and there are appropriate arrangements for the transfer of pupils to the next stage of education.
24. There are sufficient well qualified teachers for the number of pupils on roll. The accommodation is safe, attractive and resources have improved considerably since the last inspection. For example, the library is now well stocked with both fiction and non-fiction books. However, the classroom area for the Foundation Stage has insufficient space allocated for 'messy' activities. This means that the children and staff cannot work comfortably with art tools, materials and equipment, use the water tray or work at the sand tray without having to worry about spilling on the carpet. In addition some equipment in the 'role-play' areas such as, the 'home corner' is not stimulating enough to generate rapid achievement.

Care, guidance and support

The school very effectively ensures the care, welfare, health and safety of the pupils. The pupils have good relationships with their teachers who monitor their progress carefully.

Main strengths and weaknesses

- Pupils feel happy and secure and are given support when it is needed.
- Child protection and health and safety procedures are all in place and relevant staff have received recent training
- A good induction programme ensures pupils settle well and quickly into the nursery
- A good system of merit awards leading to certificates for non academic achievements
- The pupils' progress is carefully tracked. The teachers know the pupils very well.
- The teachers listen to the pupils and welcome their comments and ideas but *there are too few opportunities for the pupils to contribute their views about the development of the school.*

Commentary

25. This is a caring school, maintaining the good standards that were noted at the last inspection. The strong ethos of care and the positive way in which behaviour is managed has resulted in

pupils who behave very well. The school values all of its pupils and rewards good performance with awards made at the weekly celebration assemblies

26. Procedures for child protection are good. The school has a nominated Child Protection Officer and she is up to date with her training. Knowledge of her role amongst staff is good. Arrangements for health and safety are also good. There is a good policy which has recently been reviewed in line with LEA guidelines and clearly identifies roles and responsibilities, ensuring the management of this area of the school's work is effective. The school is well supported by the Governing Body's Health and Safety Committee, who in conjunction with the headteacher and caretaker carry out a six monthly audit of the premises to assess risks. Fire drills are taken regularly and logged and first aid provision is also good.
27. The induction programme for pupils new to full time education and those new to the nursery is good. Consequently they settle quickly and involve themselves in free choice activities and respond well to teacher direction. Parents are welcomed into the nursery and enjoy good informal exchanges with the teacher.
28. There are no formal mechanisms for the pupils to give their views about the school, although a school council is under consideration. Nevertheless, the pupils feel that their teachers listen to them and observations confirm this to be the case. Last year pupils in Year 4 wrote to the headteacher suggesting that recycling bins should be available at the school. These are now in place for the pupils to use. The pupils' views are valued in lessons and they in return appreciate the awards and certificates they receive at the weekly celebration assemblies.

Partnership with parents, other schools and the community

There are effective links with parents, the vast majority of whom think highly of the school. Good relationships with the local community provide an extra dimension to children's experiences of the wider world.

Main strengths and weaknesses

- The quality of information provided for parents is good.
- Parents are encouraged to engage in their child's education through completing the reading diaries and supporting homework.
- The annual reports to parents on pupils' progress give a clear indication of the level at which each child is working and they set clear targets for improvement
- The school makes very worthwhile use its surplus accommodation
- The school works well with a cluster of five other small schools to pool resources for training and to improve links with the middle schools.

Commentary

29. The school encourages and welcomes good and productive relationships with parents. The headteacher and staff operate an open door policy and as a consequence parents feel comfortable approaching the school. The quality and quantity of information provided for parents is good. The school prospectus newsletter and consultation evenings all provide good information for parents and a helpful insight into the work of the school. The quality of the annual reports is very good. There is a clear indication of how each child is performing within each subject and parents are given guidance on how to interpret the effort and attainment grades. Targets are set to address weaknesses. However, the pupils are not given the opportunity to comment on their own progress on their annual reports.
30. Links with the community and particularly those with the organisations who occupy the surplus accommodation have benefited the school financially and also its pupils and the community. Pupils are in the enviable position of having regular access to the computer suite run by UK

Online. Sure Start resources, such as the toy lending library and story sacks can be borrowed for use by pupils in nursery and reception. The school works well with the local church, attending a service there once a term and the Staffordshire Partnership has been active in arranging links with local businesses and ethnic groups. The school is a member of the local cluster through which it pools its resources for inset training. It also shares some part time teachers who, for example, teach French one afternoon each week for six months of the year.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The governors help to provide the strategic direction for the school. The headteacher leads the teaching team effectively and manages the ongoing improvement of the school very well.

Main strengths and weaknesses

- The governing body and in particular the strategic management committee work effectively alongside the headteacher to shape the future direction of the school
- The headteacher makes good use of performance data and self evaluation to focus the school's efforts to bring about further improvements.
- The headteacher and teachers work effectively as a team to manage the curriculum.
- Professional development and performance management are closely linked to the school improvement plan to ensure the school makes progress towards its priorities.

Commentary

31. The governing body supports the school well. It compares the school's performance with others nationally and locally, considers the views of parents and where necessary makes difficult staffing decisions to ensure stability in the medium term. Governors make regular visits to the school so that they can see for themselves how it operates and how effective it is. They know what the school does well and are very clear about the constraints that result from falling rolls and the variance in the age of transfer which make it difficult to plan for the long term.
32. The governors ensure the school meets all requirements, for example, in respect of its race equality policy and health and safety. There are, however, minor omissions from the governors' annual report to parents and the prospectus.
33. The school development plan gives a clear outline not only of the areas for improvement but also the context and constraints within which the plan is to be implemented. The plan is strategic and based on the evaluation of progress made during the last year. It also takes full account of an analysis of the pupils' progress. The headteacher identifies issues and areas for improvement even though the cohorts are small. This process has helped to focus on raising standards in writing, which have, as a consequence improved. However, writing remains an issue for the school because the headteacher recognises that the pupils can achieve more. There is a strong commitment to maintain and extend the improvements made in the last few years.
34. The small number of pupils in such a large building presents considerable challenges. The headteacher and governors have encouraged community organisations to utilise many of the rooms and as a result the building now houses a small school and many community facilities, such as the telecottage, which provide considerable benefits to the school and the local community. Whilst the governors are mindful of the potential impact on the work of the headteacher they feel there are considerable benefits for the pupils, not least in that it creates a lively atmosphere and helps to keep the building in good order.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	234 670	Balance from previous year	34 650
Total expenditure	210 698	Balance carried forward to the next	58 622
Expenditure per pupil	3 762		

35. The school has accumulated a significant carry forward largely because of the governing body's decision to make a teacher redundant in the face of falling rolls. The carry forward figure is also increased by the considerable income from lettings to a number of community organisations. The governors have a planned program for staffing stability which will use the carry forward over the next three years. However, there are resource and accommodation needs in the Foundation Stage which have not been adequately addressed within current improvement plans.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The nursery and reception class children share the same setting and are taught together in the one classroom. It is a very small cohort of children. There are 10 nursery children who attend school in the mornings only and 6 reception class children who stay all day. The reception class children are taught by a different teacher in the afternoons. The nursery children have been in school for less than two weeks.
37. The achievements of the children fluctuate year-on-year because of the small cohort sizes. In relation to other schools in the county the current Year 1 pupils met the age-related expectation as set out in the national framework for learning. Their achievements slightly exceeded the Early Learning Goals in the personal, social and emotional development, mathematical learning, and the knowledge and understanding of the world. The children's communication skills, language and literacy skills as well as their creative development was as expected for five year olds. The weaker element although broadly in line with the age-related expectation was the children's physical development. Currently, the children do not have enough opportunities for outdoor learning to accelerate their physical development or to enhance their achievements in other areas of learning.
38. As the nursery children have only been in school for less than ten days it is far too soon to be making any overall judgement on their attainment and achievements in their learning. However, because of the good relationships that have been established between the staff, parents and children they have settled well into the daily routines and are beginning to make friends with their peers or happily work alongside them whilst exploring, investigating and discovering the tools, equipment and materials around them. A significant feature is the decision making and independence shown by the children when making their choices as to what they want to play with when they first arrive at school. The sensitive interaction in their play by the staff to stimulate communication skills through 'role-play' activities is good. Another strong feature is the way in which the staff encourage the children to take responsibility for their own actions. For example, on two occasions an adult worked with the children to show them how to use a brush pan and brush to sweep up materials that had fallen onto the floor, or to stack the large building blocks onto the trolley at the end of the session.
39. Subsequent judgements in all areas of learning relate to pupils who are now in their reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- The children are achieving well and making good progress.

Commentary

40. The children enjoy school and arrive each day confident, happy and eager to learn. Relationships are firmly established with both peers and adults. They work together well because the adults place a great emphasis on reinforcing socially acceptable behaviour and respect for one another as they go about their work. The children share equipment, take turns in their use and share items fairly, such as, the tractors in the sand tray, when using the play-dough or when sorting out and choosing the buttons for the eyes of their model wasp. As a result, even within the very small cohort, the children's social skills, responsibility for their own learning, self-confidence and self-

esteem are being well developed. This is because the staff have an astute awareness of how to manage the work with such a small group.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **good**

Main strengths and weaknesses

- The children are making clear gains in their early reading skills and spoken English. They communicate well with staff and other children although *more frequent opportunities for independent writing would further improve their levels of achievement.*

Commentary

41. The teacher gives the children good opportunities to listen to stories and to recall story lines through role-play activities. Scrutiny of the teacher's planning indicates that this is a particular strength throughout the course of the year. In a group session, the lively reading of a poem which included good questioning from the adult, promoted both new vocabulary and captivated the children who were eager to anticipate the rhyming words at the end of each line. The adults encourage the children to speak slowly and clearly, extend their responses. They correct grammatical errors sensitively often within the context of lively discussions. This ensures that the children feel confident and have a sense of pride in their ability to express their thoughts, ideas and feelings.
42. Good attention is given to early reading skills. Books are shared with the adults daily. In the group session observed, all the children responded to the adult's questioning and as a result, knew that the picture conveys a meaning, that we read from left to right and can point to individual words confidently and competently. They clearly enjoy books and handle them with care.
43. The early writing skills are being suitably developed within the group activities. A good focus is placed on the correct formation of the letters and children are beginning to form them fairly accurately during the course of the table-top activities. The children draw a picture and then copy over the teacher's writing. The work from last year indicates that not enough time is given to the fostering of children as independent writers. A greater range of opportunities to write independently would further improve both the imaginative and creative elements of writing.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children achieve well in their understanding of number. The opportunities to use play as a tool for learning through water and sand activities are good.

Commentary

44. The approach to the small group teaching of mathematics is good. The children are beginning to be confident in counting from zero to ten aloud following the number line. They are quick to recognise if the teacher misses out 'zero'. The teacher was challenging them to try to count to fifteen but at this early stage they are not as yet entirely successful. In the circle games, they could count on to ten confidently. They could throw the bean bags into the box and count them accurately. They were encouraged to have a go at writing the number on the board. In this case the teacher was quick to correct any incorrect formation of the number but at the same time praised their efforts so that no child had any sense of failure. As a result, the children's

responses are well-paced, and this allows them to engage and enjoy their mathematical achievements.

45. Other mathematical learning is taking place through play activities. The children were filling the trucks with sand and so were using mathematical terms such as 'full' and 'empty' and playing with containers in the water tray in the natural context. However, children are somewhat restricted because the space for them to work in is too cramped.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. Good foundations of scientific enquiry, discovery and exploration are being laid through access to a wide range of exciting resources and the lively introductory sessions led by the teacher. The children enjoy the sessions where they are given first hand opportunities and experiences to look, with magnifying glasses at artefacts, such as the Queen Wasp, the worker wasp and a wasp's nest. In this way they discovered the parts of a wasp and began to use the vocabulary they had learnt in its natural context. 'Look there's the stinger' said one child. They were fascinated in their discovery of how the glass magnified their own eyes and this created enormous excitement. The teacher was swift to pick up on this interest and used probing and challenging questioning to encourage the children to try to explain, "Why?" This all made learning fun and the retention of the facts was evident two days later as they sat making their model of the wasp. The children have good access to information computer technology programmes. Two children during free choice activities sat at the computer and worked co-operatively as they each in turn, handled the mouse efficiently and followed the instructions on the screen.

PHYSICAL DEVELOPMENT

47. The staff and children work well together to promote the development of fine movement and mobility skills. They are using a suitable range of tools, equipment and materials which children are learning to handle successfully. The children are being taught to use scissors, and to handle paint brushes well. However, more attention to establishing pencil control, through good posture and accurate positioning of the paper along with a proper pencil grip would enhance the children's writing skills to a higher level and help support their handwriting as they progress through the school. There are insufficient planned opportunities for children to further extend their larger physical activities outdoors. For example, there is no fixed climbing apparatus suitable for the younger children to use. Overall, there is an imbalance in the range of opportunities for physical development made available in the indoor environment and that outdoors.

CREATIVE DEVELOPMENT

48. The good teaching ensures that art skills are becoming firmly embedded from a very early age. For example, the children know it is important to clean the paint brush before using another colour. They discovered this when painting their model of a wasp and one child said 'if you put the black brush in the yellow paint you are going to get green and wasps do not have green on their bodies'. The concentration and the efforts made allowed the children to be proud of their achievement. No child felt unable to complete the task and all tackled it with a quiet rigour. The teachers' use of structured play as a tool for learning is satisfactory overall, but could be extended to make fuller use of the outdoor learning environment. The play links closely to the development of reading skills and adults participate sensitively, but unobtrusively, in the children's role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **good**.

Main strengths and weaknesses

- Standards in speaking and listening are well above average. The pupils are achieving well because the teachers promote these skills very effectively throughout the school.
- Pupils are achieving well in reading and standards are above average. Their library skills are good.
- The pupils are achieving satisfactorily in their writing; standards have improved markedly and are average but are not as high as they should be.
- The teaching is good.
- Although the assessment of English is satisfactory overall the marking of the pupils' work is not focussed enough to help them to improve rapidly.

Commentary

49. By the end of Year 2, standards of attainment in English are above average and this is maintained through to the end of Year 4. There has been considerable improvement in test results in recent years as a result of professional and curriculum development activities undertaken by the teachers. These improvements are being sustained but in writing the pupils are not yet achieving as well as they should.
50. There are fluctuations in results, from year to year, which are exacerbated by the small number of pupils in each cohort. Similarly, the data shows a wider than usual gap in the achievements of girls and boys. Nevertheless, the school has been successful in closing the gap in the reading results by improving the choice for boys. Girls fare better than boys in writing tests but in the work and lessons seen there were no differences in their achievements.
51. The pupils achieve highly in speaking and listening. They are able to articulate their thoughts, views and opinions confidently and competently. A significant feature of the high level of achievement is the ability to listen attentively to lively, interesting introductions to lessons, for example, when sharing the 'big book' during literacy sessions, in their science, Religious education and history lessons. By the end of Year 4, they have a very good command of English and the capacity to speak in complex sentences. They often challenge the teacher with probing questions, and enter into discussion with increasing confidence, assurance and fluency. They respond to the teachers' and other adults good questions with pertinent and thoughtful replies.
52. The pupils have good opportunities for reading both individually, in groups and from class books. By Year 4 most of the pupils are competent readers and more able pupils read dialogue expressively and with confidence. All pupils make regular visits to the library to select both fiction and non-fiction texts. The use of the library is a significant improvement since the last inspection. In a Year 2 class book session the intonation in the pupil's voice when reading out aloud shows a good understanding of the meaning of the text. In discussion the older pupils express their preferences well. They can talk about authors and the books they have written. They write reviews of what they have read and can chat at length about the characters within the text. They have the ability to skim and scan text to find interesting facts about for example, penguins and then go on to discuss what they have found out thoughtfully and express their views. The pupils with special education needs have good support for developing their reading skills in small group activities. This is very well planned and as a result the pupils feel confident and not afraid to make a mistake. They are given praise for their achievements which helps their self-esteem.
53. Taken overall, achievements in writing are satisfactory and the teacher's planning indicates a systematic approach to and a good focus on developing a wide range of writing for different purposes and in a range of contexts. The resources used are considerably improved since the last inspection to support the work. The pupils' enthusiasm for descriptive language and the use

of subject specific language is evident in their writing, and they enjoy using interesting vocabulary. The development of punctuation, including speech marks is good and pupils are achieving good levels of understanding. Most able pupils use connectives such as, 'but' and 'then' confidently and competently. They can use lively openings to stories which captivate the reader's attention.

54. Spelling is satisfactory because the pupil's use a phonetic approach. Weekly tests support spelling. However, in some average attaining pupils' work mistakes remain uncorrected and too frequently errors continue throughout their work. Written tasks are matched to the pupils' needs and abilities and give suitable opportunities for independent writing. However, the absence of a consistent and focussed approach to marking the pupils' work means they are not reaching their full capabilities in writing. Much of the marking gives positive and encouraging comments but it misses the opportunity to rectify repeated errors of grammar and does not give the pupils guidance on how to correct their mistakes or to extend and improve the work. Furthermore, there is no written reference to the targets negotiated with the pupils for improvement in their work.
55. The subject is well managed and the literacy co-ordinator has gained the commitment of the teachers and teaching assistants to continue to improve the attainment in English.

Language and literacy across the curriculum

56. The basic skills of punctuation, grammar and spelling are generally well applied across the other areas of the curriculum but as in English the marking of work is not well enough focussed on improvement. By the end of Year 4 most pupils are able to use their writing skills to create factual accounts or outline their findings from a scientific experiment accurately and confidently. The teaching of handwriting is systematic but the skills the pupils acquire are not consistently transferred to their writing in all areas of the curriculum. The standards of handwriting and presentation are not as high as they should be. The work in books rarely matches that which is displayed around the school.

MATHEMATICS

Provision is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 4.
- The pupils of all abilities are being challenged and, as a result, are achieving well.
- Good subject leadership is sustaining the improvements made in recent years.

Commentary

57. Since it was last inspected the school has fully implemented the numeracy strategy. Working as a team the teachers have undertaken training and set targets for development. This has resulted in significant improvements. For the past three years the results of national tests at the end of Year 2 have been well above average. Although results are not quite as high in 2003, inspection of the pupils' work and lesson observation confirms that they remain above average and are sustained through to the end of Year 4.
58. The teachers combine lively mental warm-up activities, good direct teaching, challenging tasks, good support for all groups and plenary sessions where they assess how well the pupils have learned to make sure they achieve well. In Years 1 and 2 the lessons are carefully planned drawing on assessments of how well pupils have done in the previous lesson. Working with Year 1 pupils at a very early stage in the year the teacher challenged them with well focused tasks to develop their adding skills by counting on. The teacher also paid attention to lower attaining pupils to help their counting in the 'terrible teens'. In this lesson the pupils made good progress with most pupils able to add two numbers to 20. In Year 3 and 4, a small number of pupils with special educational needs were well supported by the teaching assistant and consequently they achieved well. The most able pupils were given quite demanding word problems to solve

following some very good teaching on structured approaches to problem solving. The tasks stretched the most able pupils who, using a range of strategies and considerable thought, eventually arrived at the right answers.

59. The teaching is good throughout the school. The teachers are knowledgeable and confident in their delivery of mathematics. They structure lessons very well, manage the work of different year groups effectively, and assess and record the pupils' progress thoroughly. Information technology is used well to enhance learning through software that is matched to the tasks the pupils are undertaking.
60. A combination of good subject leadership, professional development and good teaching has raised and sustained standards so that pupils do well throughout the school.

Mathematics across the curriculum

61. The pupils make use of their numeracy skills in a range of subjects. In a science lesson where the pupils were being measured to see how tall they were, the teacher counted on with each child to extend their counting skills. Older pupils frequently use graphs and charts to display their observations and findings from experiments; read scales and measurements for example when they were recording the temperature of water every ten minutes to see how fast it cooled when it was insulated by different materials. In geography they use their numeracy skills to calculate the distance between local villages and in English the pupils in Year 4 have created frequency tables to show the number of vowels used in a piece of text.
62. Taken overall the school creates adequate opportunity for the pupils use their numeracy skills in other subjects.

SCIENCE

Provision is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 4
- The pupils are achieving well because the teaching is good and provides the pupils with a good range of practical activities.
- The curriculum is well organised.

Commentary

64. The co-ordinator for science leads the subject enthusiastically and effectively. Consequently the provision for science has improved and standards have risen. The assessments made at the end of Year 2 in 2002 compared favourably with the top five per cent of schools nationally. Scrutiny of the pupils' work and analysis of the results at the end of Year 2 shows that standards are not as high in 2003. Data for small cohorts should be used cautiously but taken together with lesson observation it is clear that pupils are making much better progress than when the school was last inspected. They are now achieving well and overall standards are better than average by the end of Year 2.
65. By the end of Year 4 the standards the pupils achieve are securely above average. Scrutiny of their work shows that the demands made by the teacher of the pupils to make predictions, decide how they will observe and record their findings, and the degree of detail in the conclusions they write, grow and accelerate through the year. The pupils are achieving well through a range of interesting units of work, which are sometimes supported by visitors and visits. For example, to extend their work on rocks and soil the pupils visited the National Stone Centre. In discussion, the pupils, clearly enjoy science lessons and are able to articulate the importance of ensuring a test is 'fair'.

66. The teaching is good. In Years 1 and 2 lively questioning and discussion helped the pupils to gain a better understanding of how they, as human beings, and other animals change and grow. In practical tasks, the Year 1 pupils with the help of the teacher used their developing numeracy skills to weigh themselves and measure their height for comparison later in the year. In Years 3 and 4 in a well planned lesson in a series on 'keeping warm' the teacher managed the practical activities very well, ensured all of the pupils participated fully and created challenging tasks that were modified for each year group. As a result the pupils achieved well and made good progress, learning that some materials are better insulators than others.
67. Information and communication technology is used satisfactorily in science. For example, the pupils in Year 3 and 4 have created graphs to show the rate at which hot water cools following one of their earlier experiments in the 'keeping warm' topic.
68. The school now has good assessment arrangements for science. The teachers record the details of each pupil's achievements when they have completed a unit of work. They mark the pupils' work regularly and make comments to let them know how well they have done in the activity. The work they set provides opportunities for reading for information and writing in a range of contexts. However, the marking of the pupils' writing, particularly in Years 2, 3 and 4 does not reinforce fundamental literacy skills rigorously enough. Whilst presentation of the pupils' work is satisfactory, high standards of handwriting are not consistently demanded.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision is **satisfactory**.

Main strengths and weaknesses

- The pupils acquire good levels of skill but *do not have sufficient opportunity use and apply their skills across the curriculum*.
- The school has access to excellent resources.

Commentary

69. During the inspection no lessons were taught in which ICT was the focus for learning but three lessons were seen where it was supporting learning in other subjects. Inspectors looked at a sample of the pupils' work in their ICT folders and across the curriculum. The work shows that the pupils have acquired the range of skills that are expected by the end of Year 4. For example, they can communicate their ideas by generating, organising, editing and presenting text, for example, in Haiku or Cinquain. They can use images to illustrate their writing, create greetings cards and generate repeating patterns.
70. The school is fortunate that there is a UK online telecottage based at the school which significantly extends its access to hardware and software. The teaching of ICT skills is well planned in half termly units of work.

Information and communication technology across the curriculum

71. The school makes satisfactory use of information and communication technology to support learning in subjects such as mathematics and science. For example, software linked to the mathematics scheme of work provides enhancement and extension to the challenges set for pupils in Years 3 and 4. In science, the pupils in Years 1 and 2 use on screen images to sequence the stages in the life cycle of a frog. However, the good skills acquired in ICT lessons are not utilised widely. The older pupils do present their findings from science experiments in graphs, write poems in English and find out about, for example, artists such as Andy Goldsworthy from the internet but the use of ICT is not yet an integral part of teaching and learning in all subjects.

72. The co-ordinator is working to extend the use of ICT across curriculum but this now needs to be a higher priority for the school so that more effective use can be made in all subjects.

HUMANITIES

73. One lesson was seen in geography, history and religious education. A scrutiny of pupils completed work was carried out in all three subjects. The teachers' plans were also inspected.

74. The history curriculum is well managed having a two-year rolling programme to ensure full coverage of the programmes of study. This is an improvement since the last inspection. In the one history lesson observed the teaching was enhanced by the good use of artefacts to support, for instance, the youngest pupil's understanding of household items used in the past, such as a 'dolly' for washing and the old flat iron. The teaching in this lesson was lively and the pupils were keen, enthusiastic and demonstrated a thirst for knowledge about the past. The teaching also stimulated many probing questions from the pupils as they handled the artefacts and reflected on life in the past. From the evidence of this lesson and from the work seen standards are above average.

Geography

Provision is **good**.

Main strengths and weaknesses

- Pupils are achieving above average standards by the end of Year 2 and 4.
- Good improvements have been made since the last inspection.
- The local environment is used to very good effect.
- The teaching in the one lesson seen was very good.

Commentary

75. In a previous lesson, the pupils had walked around the village looking at buildings and land use. At the beginning of the lesson seen, the teacher's skilful questioning revealed the considerable extent of what the pupils had remembered from the walk. The pupils used their knowledge effectively to interpret a large local map. Immediately they noticed that there had been changes in the village since the map had been printed. For example, on the map their school was a secondary school and a farm that is now no longer in existence. This promoted considerable discussion, with pupils asking challenging questions of the teacher and their peers. When highlighting the features on their maps they used key symbols quickly and effectively and at the same time continued a dialogue using geographical vocabulary confidently. The keenness, excitement and enthusiasm for the subject shows that they have positive attitudes towards learning. Consequently they are making very good progress and show pride in their achievements.

76. An examination of their work and further discussions with the pupils demonstrated that they have a real understanding of environmental issues and can debate the benefits and drawbacks of building on farmland as well as the need to ensure that the environment is cared for. The subject is well led and managed by the geography co-ordinator but there are not enough planned opportunities for the pupils to use their ICT skills, for example to find out about how people live in other parts of the world.

Religious Education

Provision is **good**.

Main strengths and weaknesses

- Pupils are achieving above average standards by the end of Year 4.
- Pupils' awareness of Christianity and other world religions has improved since the last inspection.
- The teaching of religious education was very good in the one lesson seen.

Commentary

77. An examination of the planned learning over the course of a year indicates that much discussion takes place about Christianity and festivals such as Divali, Christmas and Easter. In discussion with younger pupils it is clear that they have a growing notion of the meanings of religious symbols and that some are characteristic of more than one religion. They are fully aware of the significance of people's values and concerns in relation to matters of right and wrong.
78. By the end of Year 4, the pupils have reinforced their knowledge of both the Old and the New Testaments. They know the importance of special books in religion and develop a strong understanding and respect for the Bible through artefacts and well-chosen stories. They have studied the Jewish festivals, the life of Buddha and visited a Hindu temple. The very good teaching in the lesson seen successfully provided the pupils with a very good knowledge base and the opportunities to question, reflect and make judgements about religious and moral issues through challenging questioning and very good resources. The use of artefacts such as statues of the Hindu Gods prompted a very mature appreciation of Hinduism. The use of other artefacts, stimulated the pupils to go about their task diligently and with enthusiasm as they are asked to create a Puja tray (shrine) and find out more details about the Hindu Gods. As a result they made very good gains in their learning and their achievement was high.
79. Furthermore, as pupils work they recall information which they have gained from prior learning for example, the story of Rama and Sita. They also draw on their background knowledge of a topic they have studied in geography about life in an Indian village. The subject is well-led and managed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. One lesson was seen in art and design, design and technology and physical education. No music lessons were seen. In art and design a sample of pupils' work in Years 3 and 4 was examined.
81. The curriculum for art and design is enhanced by visiting artists and crafts people. There are examples of work on display which illustrate well how these opportunities have extended both the curriculum and the pupils' learning. In the dining hall there are attractive displays of clay tiles and in the corridor examples of cardboard sculptures. The school's facilities support the art curriculum very well. There is a large room that can be used for clay work and a kiln. The woodland close to the school has been used for some very interesting environmental work based on the techniques of Andy Goldsworthy. The pupils also used the internet to find out more about his work but do not make frequent image processing to extend the art curriculum. In the one lesson seen the teacher satisfactorily introduced printing techniques to the pupils; on display there are examples of work which shows the pupils developing use of colour and texture, and their work in the style of artists such as Van Gogh. From the evidence that is available standards are broadly average.
82. In design and technology there was insufficient pupils' work available, at such an early stage in the year to make an overall judgement about the standards the pupils are achieving. However, in the one lesson observed in Years 3 and 4, the focussed teaching of joining skills was good and the pupils achieved well.

83. In physical education, one games lesson was observed in which the pupils practised their controlling, passing and shooting skills in hockey well. This lesson was well planned and effectively managed in the school's excellent gymnasium. The resources available for this lesson were also very good.

84. Music is taught by a specialist teacher from the local education authority music service. The school collaborates with other schools in the area to make this available to the pupils. The headteacher addressed the lack of progress in music identified at the last inspection by recruiting specialist support which the school's own evaluations judge to be very successful.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. During the inspection no personal, social and health education lessons were seen. However, the school does have a well developed programme of units of work that are carefully planned and co-ordinated with the topics and themes studied in religious education. The positive attitudes and the respect the pupils show for their peers, the teachers and when, for example, discussing other religions and cultures indicates that this programme of work is effective.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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