

# INSPECTION REPORT

**Moreton CE VA Primary School**

Moreton, Ongar

LEA area: Essex

Unique reference number: 115188

Headteacher: Mrs E F Godfrey

Lead inspector: Mr D J Cann

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> November 2003

Inspection number: 256961

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	210
School address:	Moreton Ongar Essex
Postcode:	CM5 0JD
Telephone number:	01277 890255
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Appropriate authority:	Governing body
Name of chair of governors:	Gordon Ramsey
Date of previous inspection:	14th September 1998

## CHARACTERISTICS OF THE SCHOOL

Moreton Church of England Aided Primary School is an average sized school for pupils aged 4–11 years. Pupils are from the local village and the surrounding rural area with many children travelling some distance to attend the school. They are from a wide range of socio-economic backgrounds and their skills on entry are often above those expected nationally. Nearly all the pupils are from a white British heritage but 3 per cent come from other ethnic backgrounds. The proportion of pupils eligible for free school meals (3 per cent) and the proportion of pupils with special educational needs (7 per cent) are below the national average. Immediately prior to the inspection, the deputy headteacher was suddenly forced to take sick leave and her Year 6 class was taught by a newly qualified teacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English, art, geography, history and music
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21372	Ken Hobday	Team inspector	Foundation Stage, design and technology and physical education
12367	Anthony Green	Team inspector	Mathematics, science and information and communication technology

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Moreton Primary School provides a **good quality of education** in a very supportive and caring environment. Leadership and management have helped the school to improve considerably since the last inspection. Pupils achieve well in literacy, numeracy and science as a result of good teaching which stimulates their enthusiasm and interest in learning. The school represents good value for money.

#### The school's main strengths and weaknesses

- The headteacher's dynamic leadership has raised standards throughout the school.
- Pupils make good progress in English, mathematics and science.
- Pupils achieve good levels in information and communication technology and history.
- Pupils' behaviour and relationships are very good.
- Good teaching is a strong feature of the school and sets pupils clear targets to help them improve their work.
- Staff provide very good advice and guidance for pupils, who develop very good attitudes to learning.
- Pupils with special educational needs are given good support which helps them to progress well.
- The accommodation limits pupils' capacity to take part in practical activities and physical education.
- Pupils' knowledge of design and technology is not well developed.

**The school has made very good progress since the last inspection.** The quality of teaching and learning has been much improved which has raised pupils' achievements in nearly all subjects. The curriculum is now well planned and provides a stimulating range of learning activities that promote pupils' progress well. The cultural development of pupils is good and music is an important part of pupils' experience. The school has improved pupils' learning in design and technology but has not yet developed their skills in all aspects of the subject.

### STANDARDS ACHIEVED

#### Year 6 results

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

**Overall, pupils' achievement is good.** Year 6 test results rose steadily from the time of the last inspection until 2002 with results often well above average. In 2003, pupils' results slipped but still represented very good achievement in English and satisfactory achievement in mathematics and science. The number of pupils attaining the expected Level 4 was well above average but the number attaining above this (Level 5) was below average. Current pupils are achieving standards which indicate good progress and are often well above those expected nationally. Pupils achieve well in information and communication technology, history and geography but their knowledge of design and technology is unsatisfactory. In all other subjects, attainment is sound.

Pupils' achievement by Year 2 is good with test results over the last four years rising ahead of the national trend. In 2003, pupils' test results were well above the national average in reading and mathematics and above average in writing. Current pupils achieve well in all these subjects and in science. Pupils make good use of information and communication technology and develop skills well. Achievement in other subjects is sound.

Children at the Foundation Stage progress well. They are in line to achieve the early learning goals in all areas of learning by the age of five.

Pupils' attendance, attitudes and behaviour are **very good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

## **QUALITY OF EDUCATION**

**The quality of education is good.**

**Teaching and learning are good overall.** Teachers assess pupils' progress very well and have excellent systems for setting them targets to improve their work. This and very good relationships between staff and pupils promote pupils' learning well. Adults provide good support for pupils with special educational needs. Teaching at the Foundation Stage is good but does not always give children enough opportunities to develop their creative and imaginative skills.

**The curriculum provides a good range of learning.** Teachers ensure that pupils enjoy a variety of interesting experiences in lessons and supplement these with a good range of visits and visitors to stimulate learning. The school has very good links with the community and extends pupils' experience well through extra clubs and sporting activities. Accommodation is well used but there is limited space for older pupils to undertake indoor physical education and facilities for practical activities and group work are unsatisfactory.

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. The school provides **very good** support, advice and guidance and successfully involves pupils in the life of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is very good.** The headteacher monitors the school's performance closely to set a clear agenda for improvement. **Management is very good** and involves all staff in the process of raising standards. **Governance is very good.** Governors are very supportive of the school and have a positive impact on how developments are planned and implemented.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Links with parents and the community are **very good**. Links with other schools are **good**. Pupils are very positive about school and judge that they are looked after well.

## **IMPROVEMENTS NEEDED**

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

- raise pupils' attainment in design and technology;
- seek all ways to improve the accommodation.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is good throughout the school.

#### Main strengths and weaknesses

- Pupils achieve well by Year 6 in English, mathematics and science.
- Year 2 pupils attain very good levels in reading, writing, mathematics and science.
- Standards in information and communication technology are above average.
- Pupils with special educational needs achieve well throughout the school.
- In design and technology pupils do not achieve the expected skills in the making element of the subject.

#### Foundation Stage

1. At the Foundation Stage, children achieve well in most areas of learning and standards have improved since the previous inspection. In language and literacy current children are likely to exceed the early learning goals in writing and attain the goals in all other aspects<sup>1</sup>. They are achieving good levels in their personal and social development, physical development and in their knowledge of number. In communication, children attain sound standards but do not fully explain their ideas in speaking with adults. While children are making satisfactory progress in their knowledge and understanding of the world they do not have enough opportunities to explore ideas on their own. Progress in creative development is sound but they do not have enough scope to explore their imagination independently.

#### Standards at the end of the Foundation Stage

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

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

#### Key Stage 1

2. **Pupils' achievement by Year 2 is good in reading, writing, mathematics and science.** Pupils' attainments have improved since the last inspection and are rising at a faster rate than the national trend. Good teaching promotes pupils' good achievement. For the last four years, nearly all test results in English and mathematics have been well above the national average and often in the top 5 per cent of the country. While writing results were slightly lower in 2003 there are no indications of under performance in the work of pupils currently in Year 2 or Year 3. Current pupils are also achieving well in reading and Year 2 evidence shows that pupils are

<sup>1</sup> Early learning goals – these are the standards that children are expected to reach by the end of their reception year. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.



likely to attain very good results in the end of year tests. Mathematics results are very high with particularly good achievement among more able pupils. The knowledge and skills of current Year 2 pupils indicate that they are likely to attain similar levels. In science, according to assessments over the last two years, all pupils achieved the expected levels and current pupils are in line to do the same. In information and communication technology pupils achieve well and in all other subjects attainment is at least in line with the levels expected.

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

Standards in:	School results	National results
reading	18.0 (18.9)	15.7 (15.8)
writing	15.9 (16.5)	14.6 (14.4)
mathematics	18.3 (18.9)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

**Key Stage 2**

3. **Pupils' achievement is good in Year 6.** Since the last inspection, test results have improved significantly, although results were lower in 2003. A few pupils under-performed in the tests, especially among those expected to attain high levels and this lowered the average scores especially in mathematics. The school is fully aware of the causes for this and has taken appropriate action to address them. As a result, current pupils are achieving well in English, mathematics and science and demonstrate very good levels of attainment. Good teaching of reading and writing is promoting high levels of skill in pupils of all abilities. In mathematics, teaching is challenging pupils' learning and sets clear targets to help them improve their attainment. In science, teachers successfully develop pupils' knowledge and understanding through a range of practical activities that encourages them to think and reason for themselves. In information and communication technology pupils attain above average levels and apply their knowledge well across all subjects. Pupils' attainment is good in history but not fully developed in the making aspect of design and technology. In all other subjects inspected, attainment is satisfactory.

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

Standards in:	School results	National results
English	28 (28.8)	26.8 (27)
mathematics	26.8 (30.6)	26.8 (26.7)
science	29.1 (29.5)	28.6 (28.3)

*There were 31 pupils in the year group. Figures in brackets are for the previous year*

**Achievement of pupils with special educational needs**

4. Pupils with special educational needs achieve well in relation to their prior attainment. This is because:
- they are identified early;
  - they are provided with appropriate work;
  - they are taught well, receiving good support from learning support assistants.
- Confirmation of their good progress is provided by the results of national testing in English, mathematics and science, particularly at the end of Year 2 where, in 2003, all pupils gained the expected levels.

## Pupils' attitudes, values and other personal qualities

Pupils' punctuality is **good** and their attendance is **very good**. Pupils' attitudes and behaviour are **very good** and there have been no exclusions. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

### Main strengths and weaknesses

- Pupils are very interested in school life and enjoy taking part in the wide range of opportunities provided.
- Relationships are very good; pupils get along very well with each other and with their teachers.
- Teachers have high expectations of behaviour and procedures for promoting good behaviour are very effective.
- The school provides very good guidance on moral issues and involves pupils very well in contributing to the life of the school.

### Attendance

Authorised absence	
School data:	3.4
National data:	5.4

Unauthorised absence	
School data :	0.0
National data:	0.4

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

### Commentary

5. Since the last inspection attitudes, behaviour and attendance have improved further and they are all now well above average. Pupils are very keen to learn and they work very hard. They are equally keen to take part in the wide range of extra-curricular activities and clubs such as dance, cross country running and choir are very well attended. Pupils and parents have recently completed questionnaires and their response endorses the very positive picture that was evident during the inspection. Every parent who returned a form indicated that their children liked coming to school and that the wide range of activities was interesting and enjoyable.
6. Relationships between pupils and with their teachers are very good and are based upon mutual trust and respect. This harmony helps to create a warm and purposeful atmosphere and this spurs pupils on to give of their very best. Teachers provide very good examples of how to behave and procedures for promoting good behaviour work very well. There are high expectations of behaviour and pupils willingly comply. The school's system of awarding team points to individual pupils in recognition of their good work or effort is very effective. Each week, these points are totalled and the 'winning' team receives a cup during assembly. This spirit of friendly competition inspires pupils and they are very keen to hear which team has been successful. The school has spacious grounds and pupils make very good use of the wide range of games and play equipment. Pupils say that bullying is very rare and that, on the very rare occasions when there are problems, members of staff are very quick to respond. Any such incidents are carefully recorded and pupils and parents agree that these incidents are managed very well.
7. The school provides pupils with a good programme for personal development which includes very good opportunities for developing their understanding of moral and social issues. The school implements its aims very effectively in giving pupils clear guidance on how they should respect one another, and understand and practise Christian values. Pupils are given a range of

day to day duties in school which results in them taking initiative and requires them to fulfil their roles responsibly. Spirituality is well developed through assemblies and by extending pupils' awareness of other religions and beliefs. Cultural development is good with pupils visiting a Hindu temple and studying the art and music of European and other cultures.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. Teaching is good and promotes good learning. The curriculum is good and enriched by a good range of extra-curricular activities. Pupils are cared for and supported very well and the school's links with parents are very good.

### **Teaching and learning**

**The quality of teaching is good and promotes pupils' learning well.**

### **Main strengths and weaknesses**

- Adults have very good relationships with pupils and value their ideas and suggestions.
- Teaching is good at reinforcing pupils' learning across all subjects.
- Teachers make effective use of classroom assistants to support pupils' learning, particularly that of lower-attaining pupils.
- Teachers are confident with information and communication technology and use it well.
- The setting of targets for pupils is highly effective in helping them improve their work.
- Children's learning in the Foundation Stage is often good but more opportunities are needed for them to develop their creative skills and to pursue activities independently.

### **Commentary**

8. Teaching in the Foundation Stage is good overall. Teachers and support staff manage children well and are good at guiding and stimulating their learning. Children's learning activities are very efficiently planned and organised and the support assistant very capably helps the teacher in the preparation and supervision of activities. There is good teaching of reading, writing and listening but, although children's speaking skills are sound, they are not as well developed. The way adults question children does not always prompt them to answer at length and explain their ideas. There is good teaching of number, personal and social development and physical development. While teaching is satisfactory in children's knowledge and understanding of the world, there are too few opportunities for children to investigate independently, to raise questions and to suggest solutions. Creative activities are sound but do not always offer enough scope for children to explore the imaginative use of materials on their own.
9. Teachers have very good relationships with pupils and engage them fully in the activities and tasks set for them. They explain the purpose of lessons well and reinforce pupils' learning in the clear way they set targets to help them improve their work. Teachers are effectively involving pupils in self-assessment which enhances their capacity for monitoring and helping their own progress. Teachers value pupils' comments and ideas in a way which encourages their active participation and good attitudes to learning.
10. Teaching is particularly successful in linking pupils' learning across different subjects. This helps pupils to make connections and reinforces and improves their understanding and skills. Pupils' literacy skills are well applied in history, science and religious education and teachers expect and obtain the same high standards in writing whatever the subject matter. Pupils use their numeracy skills well in science, history and art and their scientific knowledge is well extended and applied in geography. Teachers encourage pupils to use information and communication technology as an aid to learning in all subjects and thus develop pupils' skills well.

- Teachers deploy learning assistants well to support pupils, especially those with special educational needs who receive good support. Class assistants are well trained and are fully aware of the needs of pupils through their individual education plans which, in some instances, they have helped to write. All staff, including midday supervisors, are committed to ensuring these pupils are fully included in activities. Staff allocated to help particular pupils use opportunities well to help other lower attaining pupils.

**The quality of assessment is very good in each key stage.**

**Main strengths and weaknesses**

- The school uses a very good range of assessments in the main subjects to measure pupils' progress.
- Information on pupils' development is very efficiently recorded and shared so all staff make very good use of it to plan teaching and learning.
- Marking is of high quality throughout the school and, as a result, pupils' understanding of how they can improve is excellent.

**Commentary**

- The school has very effective ways of assessing pupils' progress, which have been greatly improved since the last inspection. With very efficient administrative help, the school maintains a clear and easily accessible database, recording pupils' progress and predicted attainment levels. This information is well known by teachers, who closely monitor pupils' development. They use it very well to plan teaching and learning and share their observations with colleagues to identify pupils who need additional support.
- Assessment information is used well in the Foundation Stage. When children start school careful observations are recorded about their development in each area of learning. Adults maintain good records which are used well to monitor children's progress.
- The setting of targets is an important aid to helping pupils know how to improve their work. Through their accurate assessment of pupils' development, teachers set very helpful individual targets for pupils in literacy, numeracy and science.
- The marking of pupils' books gives pupils an excellent understanding of how they can raise the quality of their work. Teachers give precise indications of how well pupils have achieved the learning objectives and are progressing towards their targets. Teachers regularly update the individual records in pupils' books and remind pupils to think of targets as they settle to tasks. All pupils know the areas on which they need to concentrate in order to improve. Pupils are well aware of how they are improving and are assessing their own progress in order to improve their learning.

**Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	22	41	37	0	0	0

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

## The curriculum

The school provides a **good** curriculum that meets all statutory requirements. It is enriched by a **good** range of additional activities. There is a **satisfactory** number of appropriately qualified teachers and learning support assistants. Resources are **good** but the accommodation provides an **unsatisfactory** environment for teachers to teach and pupils to learn.

## Main strengths and weaknesses

- The curriculum is taught with particular emphasis on making learning relevant to pupils.
- The range and quality of extra-curricular activities are good.
- There is good provision for pupils' personal, social and health education.
- There is good provision for pupils with special educational needs, who are fully included in all aspects of school life.
- Limitations in the accommodation affect the quality of provision in a few areas of the curriculum.

## Commentary

16. Work for children in the Foundation Stage is very well planned and includes provision in all six areas of learning. Children undertake a good range of practical activities appropriate to their age and attainment levels, preparing them well for entry into Year 1. Pupils in Years 1 to 6 experience a well-balanced curriculum with a strong emphasis on developing skills in literacy and numeracy. The school makes sensible adaptations in the light of what it discovers from its analysis of the results of national testing. For example, it has given greater emphasis to writing because standards were lower than those in reading. It has made considerable alterations to the structure of the school day to maximise opportunities for pupils to learn more efficiently. The school is particularly successful in making learning relevant to pupils. Good connections are made between subjects and the school has increased the proportion of practical work in many. Teachers are adept at making links with everyday life. For example, in a good Year 5 science lesson on evaporation, pupils were helped to appreciate how puddles and washing on a clothesline dried. There is not enough emphasis on design and technology. Pupils, especially older ones, do not have enough opportunity to develop more advanced and sophisticated making skills.
17. The good range of extra-curricular activities on offer enhances the relevance of pupils' learning. Levels of participation and enjoyment are high. Sporting opportunities include tag rugby, netball, cross-country and swimming as well as separate football clubs for girls, junior and infant pupils. Participation in the arts is promoted through handbells, recorders, choir, art and dance clubs. There is an extensive programme of visits to places of interest, with the aim of providing one major visit per term for each class as well as a number of more local expeditions. All these activities make a valuable contribution to pupils' personal, social and cultural development.
18. There is a good programme of personal, social and health education. Each class includes this area on its weekly timetable and a suitable scheme of work enables pupils to gain skills progressively. The recent formation of a School Council with representatives from each class makes a positive contribution to pupils' understanding of citizenship. Pupils are given real responsibilities to help them understand citizenship's practical implications. For example, Year 5 pupils are responsible for playground equipment and formulate appropriate rules to correct any misuse. The school is in the advanced stages of working towards gaining a Healthy Schools award.
19. All pupils are fully included in all activities. Those with special educational needs are very well integrated into classes and valued by both staff and other pupils. Their individual education plans are good and are well used by experienced teaching assistants to provide effective

support. The plans include clear and attainable targets that are reviewed regularly, usually with parents present. These pupils do not miss out on any subjects because care is taken to ensure any absences from the classroom for extra help are brief and at varied times during the week.

20. Teachers and learning support assistants have a good range of subject expertise and experience. In most subjects they have good resources to work with, although in English there are insufficient stories involving ethnic minority characters to enable pupils to appreciate the multi-ethnic nature of modern Britain. The school has used opportunities well to add diversity to its resources. For example, it asked parents to supply authentic musical instruments discovered on holiday. Although the school's accommodation has been improved steadily over the past few years, it remains unsatisfactory in some respects. Classrooms are clean, bright and attractive, but in Year 6 space is too limited for pupils to carry out practical activities such as art, and in reception there is not enough space for role-play. The hall is too small for physical education lessons for older pupils and the storage of dining tables reduces working space further. The library is not ideally situated in a temporary classroom, as it is impossible for all but the oldest pupils to use it independently.

### Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are **very good**. The school provides **very good** support, advice and guidance and involves pupils very well in its work and development.

### Main strengths and weaknesses

- Pupils trust the adults in the school and are confident they would be able to confide in them should any difficulties arise.
- Teachers provide very good personal and academic support, advice and guidance.
- Induction procedures are very good and help new arrivals to settle in quickly and make good progress in their work.

### Commentary

21. The strengths in care, support and guidance noted in the previous report have been improved further.
22. During discussions, pupils say that they really like their teachers and are confident they would feel able to ask them for help or advice should the need arise. Parents agree with these sentiments and almost everyone who returned their questionnaire indicated that they find the school to be very approachable. As well as spending much of the school day together in the classroom, extra-curricular clubs provide regular opportunities for adults and pupils to get to know each other in less formal surroundings. These clubs are very popular and this close contact helps to ensure that teachers are in a very good position to be able to spot emerging difficulties and address them at an early stage. The recently formed school council undertakes its role responsibly and maturely and this is improving pupils' sense of involvement and participation in school affairs.
23. Procedures for assessing pupils' personal development are very thorough and the information obtained is put to very good use. Pupils spoken to during the inspection state that they are very confident about approaching adults for guidance on all issues and value the advice which they receive.
24. There is a good process of induction to ensure that children are familiar with the school before they enter reception class. As well as visiting children in their pre-school settings, the class teacher welcomes visits to the school and children enjoy a social event, such as a *Teddy Bears' Picnic*, with the reception children. There are also events to enable parents to get to

know each other. The school is receptive to the feedback parents give on the induction process, adjusting its programme from time to time in the light of their comments. As a result of these good arrangements, children settle quickly into school routine and learn well from the outset.

### **Partnership with parents, other schools and the community**

Links with parents and the community are **very good**. Links with other schools are **good**.

### **Main strengths and weaknesses**

- Links between the school and parents are very effective; parents support their children's learning very well.
- Links with the community are very good; they enrich the curriculum and promote pupils' personal development very well.
- Parents receive detailed information about the curriculum and the progress their children are making.
- The school actively seeks parents' views and responds to their suggestions or concerns very promptly.
- Constructive links with other primary schools and with receiving secondary schools strengthen the curriculum and ensure a smooth transition at the end of Year 6.
- Pupils' annual reports describe what they can and cannot do but do not always indicate whether or not they are making the expected amount of progress.

### **Commentary**

25. Links between the school and parents are close and mutually supportive. Parents hold the school in high esteem and are keen for them to do well. They ensure that homework is completed on time and the majority try to avoid booking holidays during the school term. Parents receive regular newsletters which contain useful information about day-to-day school life, as well as details of the work their children will undertake. Links with parents of pupils with special educational needs are especially close and their attendance at review meetings is very good. Although pupils' annual reports contain a wealth of very useful information, they do not always give a clear idea as to how each pupil's progress compares with the national average.
26. The school actively seeks parents' views. It is very happy to receive their suggestions and parents are very pleased with the way in which the school listens and responds to their suggestions or concerns. Whenever possible, parents' suggestions are acted upon and many are incorporated into the school improvement plan.
27. Links with the local community are very close. A wide range of visitors contributes to school life and links with the local church are strong. The school acts as a focal point for the community; for example, several villagers come in to hear pupils read which helps pupils to improve their reading skills. These links help pupils to develop a good sense of local identity. For example, the school hosted the village's annual Remembrance Day service during the inspection which was well attended by parents, villagers, staff and pupils from a neighbouring school, representatives from the church and by members of the Royal British Legion. Links with local businesses are good. The school has obtained sponsorship for the outdoor play facilities and the local public house collects supermarket vouchers on the school's behalf.
28. Links with nearby primary schools are good and pupils regularly compete in inter school sporting events. There are also well-established links with a special school which help pupils to become familiar with other pupils who face a range of difficulties. Links with secondary schools are well established and transition arrangements help pupils to settle quickly once they arrive in Year 7.

29. Parents rightly recognise that the school meets their children's needs well and support the work of the school whenever they can. Their views are sought and recorded, as are their children's in some instances. Parents willingly help their children at home in meeting some of their targets, sometimes borrowing resources from the school to help them to do so.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher provides very strong leadership. She is very supportive of all staff, who fulfil their management responsibilities very well. Management and governance are very good.**

### **Main strengths and weaknesses**

- The headteacher is a dynamic role model for staff and she gives very successful and energetic leadership to the school.
- Key staff are very effective in developing their management responsibilities.
- Governors are very well informed and are highly effective in supporting the school and promoting its developments.
- The school analyses its results very well and sets clear priorities for development.
- Very good management systems enable core subject leaders to raise standards but as a result of staff changes other subject leaders are not as well established.

### **Commentary**

30. The governance of the school is very good. There is a very good working relationship between the headteacher, staff and governors which ensures that school issues are discussed frankly and openly. Through their committees and regular school visits, governors ensure that the school's aims and policies are clear and they take a very active role in monitoring their implementation. They meet regularly, formally and informally, to discuss the school's performance and there is close consultation between the headteacher, the chair of governors and several other governors to ensure that governors are well informed of school affairs. The School Development Committee is composed of key members of the governing body and is highly effective in reviewing the school's progress on improvements. Governors are closely involved in agreeing budgets and monitoring expenditure and have a clear long-term view of what the school aims to achieve. They implement the principles of obtaining good value very well and ensure that the school regularly measures the effectiveness of its expenditure.
31. The headteacher provides very good leadership and her personal energy and commitment to raising standards is an inspiration to all staff. The school's very good progress since the last inspection is testimony to her effectiveness. She is highly successful at maintaining and increasing staff confidence and in helping individuals to realise their talents to the full. Through regular evaluations and discussions with staff, the headteacher ensures that everyone is actively involved in reflecting on school practice and plan the steps necessary to bring about improvements. Senior staff also provide strong leadership and implement changes with the full participation of their colleagues.
32. The school is managed very efficiently. Staff responsibilities are very well delegated to maximise the skills and talents available although, with several staff changes imminent, roles have had to be recently reallocated to allow for an effective period of handover. Staff are well aware of their responsibilities and have regular non-contact time in which they are able to fulfil their roles. They make very good use of assessment information to monitor the effectiveness of teaching and learning and the way data is gathered, recorded, shared and analysed is very effective. The headteacher is very good at encouraging all staff to develop their skills, attend courses and share their expertise with colleagues both in school and locally. Procedures for performance management are very well managed and apply to all teaching and non-teaching



staff. The school has very effective systems for involving all staff in strategic planning and teachers make a very important contribution to agreeing the school's development priorities.

33. The school is well aware of its strengths and the challenges which confront it. The staff all deserve high praise for the improvements made since the last inspection. It is also very good to note the total absence of complacency and the strong commitment to further improvement.
34. Work with pupils who have special educational needs is well managed by a capable co-ordinator with appropriate expertise. She is given a suitable time allocation to carry out her duties. She is strongly committed to the early identification of these pupils, to their inclusion in all school activities and to providing training for all members of staff to enable them to meet pupils' needs. She is aware of areas that can be developed in the future. The governing body monitors this area well through a member who has been trained to undertake the task. Regular visits and good liaison with the special educational needs co-ordinator enable her to know what is happening and enable the governors to suggest changes to the school's practice.

### **Financial information**

#### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	669,234
Total expenditure	680,799
Expenditure per pupil	3,387

Balances (£)	
Balance from previous year	34,469
Balance carried forward to next year	24,904

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

There is **good** provision for children in the Foundation Stage.

#### **Main strengths and weaknesses**

- Effective teaching of sounds and word building ensures that children make good progress in reading.
- Very efficient systems for managing children and organising materials create a calm atmosphere and good behaviour.
- Clear instructions ensure that children understand what they are required to do.
- Well-organised sharing of tasks makes good use of the support assistant's time.
- Assessment comments are sometimes too general to identify precisely what children can do and what they need to practise next.
- Children do not have enough scope to develop their imaginative skills in creative activities.
- There are not enough opportunities for children to develop their speaking skills in whole-class language activities.
- Outside play activities are not sufficiently built into children's everyday learning experiences to extend their physical development.

#### **Commentary**

35. Provision for children in the Foundation Stage is good and has improved since the previous inspection. Most children have attended some form of pre-school provision and most join reception with above average levels of attainment, although the whole range of ability and prior attainment is represented. Children achieve well in most areas of learning. The teaching is good, particularly in developing language, literacy and mathematics, and assessment information is used well. Teachers and support staff are adept at managing and controlling children, so very little time is lost in correcting behaviour, which results in good learning. The weekly timetable is well balanced to include all areas of learning, but there are too few opportunities for children to explore and experiment as they play. As a result, they make no more than satisfactory progress in their knowledge and understanding of the world and in creative development.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **good**, as it was at the last inspection.

#### **Main strengths and weaknesses**

- Most children are likely to exceed the expected goals by the end of the year.
- The teacher and support assistant set consistently high expectations so children behave very well and work hard.
- Opportunities to select activities and resources independently are limited.

#### **Commentary**

36. There is a happy and harmonious atmosphere in the classroom. All children in the reception class have developed very positive relationships with adults who provide very good role models. Children know what is expected of them and are familiar with all the classroom routines. Because of the good relationships, children are eager to please and work diligently at the tasks they are given, taking a pride in what they achieve. They know that their efforts and opinions are valued and this builds their confidence and self-esteem. Children understand

basic rules, such as raising their hands and waiting their turn to speak, and do not interrupt the teacher when she is working with a group. They are clearly taught to respect the opinions of other children. For example, in 'circle time' children are asked not only to listen to what others say, but also to look at them as they speak. Children's ability to select and use resources independently, or to exercise initiative, is limited because they are given few opportunities to do this.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **good** and has improved since the last inspection.

### Main strengths and weaknesses

- There is good teaching of the basic skills of reading and writing.
- Speaking and listening skills are developed satisfactorily, although there is scope to provide further opportunities for extended speaking.
- Children are likely to exceed the early learning goals in writing and attain the goals in all other aspects.

### Commentary

37. There is extensive, well-planned provision for this area of learning. The daily literacy lesson makes effective use of elements from the National Literacy Strategy. In addition, children are taught to link sounds and letters in three short sessions daily. Expert teaching together with the brevity of each lesson help children to concentrate well and make rapid strides in learning, so that most already know all the letter sounds. Children encounter books with interesting stories, well read by the teacher, that promote their love of reading.
38. Writing skills are developed well, often in conjunction with reading. For example, in a very effective outdoor session, a group of children used a group of high frequency words written on the blackboard as the building blocks to construct simple sentences. After checking that they recognised the words, the teacher helped them to construct sentences beginning *I am...* or *I went...*. She encouraged them to try to write words such as *park* by writing the initial letter and then identifying other sounds they could hear and having a go at writing the word. Most children write the high frequency words successfully, using correctly formed letters of consistent size. Higher attaining children use their knowledge of sounds well to work out how to spell *from* as they write birthday invitations.
39. There are good opportunities for children to listen to stories and poems, to their teacher or to other children. Their confidence in speaking is developed through repeating parts of familiar stories or through using 'talking partners' to discuss possible answers to questions. The teacher often asks a child what his partner had spoken about, emphasising the need for attentive listening. Most children speak clearly in complete sentences, although a few do so very quietly. However, most questions posed by adults require only brief responses. Adults do not regularly ask questions which require pupils to explain or express an opinion in order to encourage children to speak at length.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good** and has improved since the last inspection.

### Main strengths and weaknesses

- There is detailed planning and effective teaching of this area of learning.
- Sometimes insufficient time is allowed for children to apply their knowledge of number in real life situations.

## Commentary

40. As a result of good teaching, children progress well and are on course to meet the goals in this area. Children have a well-planned and organised numeracy lesson each day. Resources are used effectively to give them practical experiences of numbers. When they work in a smaller group with the teacher, she is adept at extending the understanding of higher attaining children, but occasionally in other situations these children are given work that is not demanding enough. After they have completed their group task, either independently or with an adult, children are able to choose other activities, such as using computers or playing in the class 'cafe'. Additional opportunities to extend children's understanding are well used. For example, in a lesson examining similarities and differences the teacher used a large abacus to categorise eye colours of the children in the class. She then asked questions such as *Do more children have brown eyes than blue eyes?* This gave children a good introduction to data handling. An attractive classroom display in which children had sewn numbers of leaves and apples to a tree trunk effectively combined mathematics and art.
41. Most children count to 12 and recognise and write numerals up to six. They are beginning to understand that *one* more means the next number in a sequence but find it difficult to recognise that a group of six animals contains two more than a group of four. Many children arrange model elephants in a repeating pattern of two colours but few manage to sustain a pattern using three colours.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **satisfactory**, as at the previous inspection.

42. There is satisfactory teaching and learning and children achieve the expected levels in most aspects. As they sort photographs into sets, children are helped to observe similarities and differences. Computers give children experience of using technology but the opportunity is missed to provide examples of their use in everyday situations, for example by incorporating them in role-play areas. They have opportunities to build and construct, to learn about their local environment, faraway places and other languages. Children are likely to attain most of the goals for this area of learning, except those relating to exploration and questioning. This is because there are too few opportunities for children to investigate independently, to raise questions and to suggest solutions.

## PHYSICAL DEVELOPMENT

There is **good** provision for physical development, which has improved since the last inspection.

43. Groups of children were seen using the outdoor area for a range of activities, including some designed to promote physical development. Outdoor resources have improved greatly since the last inspection. A suitably sized area is directly accessible from the reception classroom and is well equipped with climbing apparatus, seating areas and features such as marked roadways. Its regular use is having a very positive impact on raising children's achievement. Children use wheeled vehicles with good control and climb confidently. Teachers' planning indicates that there is appropriate provision to develop children's skills in cutting, sticking, modelling and constructing, although it was not possible to observe these aspects.

## CREATIVE DEVELOPMENT

As at the previous inspection, there is **satisfactory** provision for this area of learning.

44. Children are likely to meet the goals in this area of learning but their ability to respond to experiences in a variety of imaginative ways is not well developed. In a well-taught music

lesson, children listened carefully and learnt different ways of playing instruments. They created *rain forest music* using their hands and feet. Creative activities are often used well to support the work in other areas of learning. For example, a group in the outside area added a musical accompaniment to *The Three Billy Goats Gruff* as the support assistant read the story. Regular art activities are planned, extending children's skills in using colour, tone and texture, but children do not have enough opportunities for independent creative activities. The role-play area, set up as a cafe at the time of the inspection, is too small to allow many children to be involved and is under-exploited as a means of developing children's learning. Teachers and support staff do not often interact with children in this area because they are busy with other groups of children. The teacher's otherwise excellent organisation occasionally acts as a brake on children's own creativity when activities are too prescribed.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good** throughout the school.

#### **Main strengths and weaknesses**

- The subject is very well led by an experienced teacher who maintains a close check on pupils' achievements and progress.
- Teaching is monitored closely and this has led to very good innovations in raising pupils' interests and skills in reading.
- Standards in writing are good and pupils apply their skills across all subjects.
- Teachers and support staff work effectively together to support pupils with special educational needs.
- Teachers ensure that pupils have a very clear idea of how they can improve their attainment.
- Pupils' speaking and listening skills are satisfactory, although opportunities to develop pupils' understanding and use of new vocabulary are not always well organised.

#### **Commentary**

45. Very good leadership of the subject has introduced important improvements in the way pupils learn, which has had a very significant impact on improving their achievements. Pupils' test results at Year 6 have risen since the last inspection and have been above or well above the national average in the last four years. Even in 2003, when results were in line with the levels achieved in similar schools, pupils' progress was very good across Key Stage 2. Current pupils read well with a wide interest in fiction and non-fiction and most are achieving levels well above those expected for their age. In writing, pupils have a good understanding of how to express themselves in a variety of styles and produce well-constructed stories, persuasive letters, factual accounts and advertising posters. Pupils in Year 3 were already writing stories which showed a good understanding of how to create a setting, develop characters and plan a beginning, middle and conclusion.
46. Teaching and learning in Years 3 to 6 are good. Adults have very good relationships with pupils and create a friendly and collaborative environment in which pupils' opinions and ideas are valued. Discussion times are well led, although teachers do not always place sufficient emphasis on new vocabulary to ensure that all pupils are confident about using it. In weekly French lessons, pupils develop their speaking and listening skills well through a range of simple but effective exchanges which they conduct with the teachers and each other. In all lessons, pupils respond keenly to the high expectations which teachers set for them and have a clear understanding of how they can improve their work. Pupils know their targets, which are recorded in their books, can explain what they mean and how they hope to achieve them. Teachers remind pupils to think of their targets in all their writing activities not just in literacy

lessons. This is clearly having a positive impact on raising the standard of all their written work, which is well presented and expressed.

47. Teaching and learning are good in Years 1 and 2 which results in pupils' high achievement. Pupils' results in Year 2 tests have been very high for the last four years in reading and writing and have improved significantly since the last inspection. Current pupils in Year 2 read with interest and expression and enjoy talking about the books they like. Many are achieving levels which are well above expectations for their age. In writing, pupils have a good understanding of sentencing their work and remember to use capital letters and full stops. Higher attaining pupils understand how and when to use commas, which one explained as a way of replacing 'and' in order to give the reader a quick break. Pupils form their letters well and present their work carefully. Over half of the current pupils are achieving levels well above those expected for their age. Teachers and learning assistants give good support to less able pupils which helps them to maintain their concentration and promotes their good progress.
48. As a result of carefully checking pupils' reading progress, the school has adopted a very good programme of promoting their skills in daily 15-minute sessions devoted to reading with a purpose. One group is involved in guided reading of an appropriate text with their class teacher while others may undertake some specific non-fiction research, produce a flow diagram from a recipe, read a play script together or identify a character or create dialogue from a story. These activities are regularly changed to maintain pupils' interest and teachers work closely together to compare the effectiveness of the tasks set. The activities complement regular reading at home which is well promoted and supported by parents. Pupils are good at using reference books for research in history and geography and are confident in obtaining information from computer-based resources. Pupils' library skills are satisfactory but the location of the library in an outside classroom limits independent access for all but the older pupils which limits pupils' learning.
49. Pupils with special educational needs are given a good level of support and progress well. The school has implemented a range of teaching programmes which are well run by trained support staff. Their impact is measured closely and records show that they are making an important contribution to raising pupils' standards.
50. The subject leader supports colleagues very well. She makes very good use of test and assessment information to monitor the effectiveness of teaching and learning and shares her findings with colleagues which encourages a high level of self-evaluation and professional dialogue. Lesson observations and shared teaching have helped to develop teachers' confidence and skills and this is reflected in the good quality of learning which was observed in the inspection.

### **Language and literacy across the curriculum**

51. Pupils' writing and reading skills are widely used in all subjects which has a very positive impact on raising their achievement. Throughout the school, pupils make very good use of their writing skills in reporting on science investigations, history and geography visits and in writing about their feelings in religious education. Pupils use their reading skills well in researching the Tudors in Year 4 and in writing about wartime Britain in Year 5. Throughout the school, pupils use information and communication technology well to extend their learning. They compose pieces directly onto computer, draft and re-draft articles with mature consideration of ways to improve their work and make good use of the internet and encyclopaedia for research.

## MATHEMATICS

Provision in mathematics is **very good**.

### Main strengths and weaknesses

- Standards by Year 2 and Year 6 are well above average and pupils' achievement is good.
- Teaching and learning is good throughout the school.
- Excellent use is made of individual targets for each pupil.
- Pupils are very well managed and have very good attitudes to work.
- Good use is made of mathematics in other subjects of the curriculum.
- Pupils make good use of information and communication technology to extend their learning.
- The subject is very well led and managed.

### Commentary

52. The standards of current pupils in Year 2 and Year 6 are well above the national average and have improved since the previous inspection. Effective use is being made of the National Numeracy Strategy and the school's own scheme of work to develop pupils' mathematical skills, thereby raising standards and ensuring that the achievement of pupils is good by Year 2 and Year 6.
53. Standards have risen since the previous inspection when teaching overall was judged to be satisfactory. Lessons are very well planned which ensures that work is well matched to different groups within a class and, as a result, all pupils, irrespective of ability and gender, make equally good progress. Pupils feel challenged by tasks and work very well together in lessons and support each other well. Teachers manage behaviour very well. As a result, pupils want to learn, feel challenged by the tasks they are set, enjoy mathematics lessons and behave very well. Very good use is made of teaching assistants, who not only support the lower attaining pupils and pupils with special educational needs well but also average and higher attaining pupils as appropriate. Pupils' work is marked conscientiously, which leads to targets being set that are specific to the individual needs of pupils. Pupils have an excellent understanding of how they can improve their work. They know their targets very well and display a genuine sense of pride and pleasure when they are achieved. This supports the very good standards and good achievement of pupils. All lessons begin with the teacher sharing the lesson objectives so that pupils know what is to be learned, but not all end with a recap of the objectives so that pupils can assess for themselves their understanding and whether they have achieved the objective. A target identified by the school for development is to use the end of lesson recap session to put work into a practical and 'real-life' context. Although the majority of teachers do this, not all yet do so.
54. The leadership and management by the co-ordinator are very good. The subject leader has made a very good contribution to the improving attainment since the last inspection. She has developed a comprehensive scheme of work, which complements the National Numeracy Strategy well and ensures that work is matched to individual pupils in order to raise standards and to ensure that all pupils achieve well. She regularly monitors lessons so as to improve the quality of teaching and learning. The practical nature of lessons contributes very well to pupils' speaking and listening skills as they share and discuss work with each other. For example, in a Year 6 lesson about timing, recording and interpreting results, pupils were required to read a paragraph as fast as possible whilst being timed by a stopwatch. However, they still had to read with fluency, accuracy and clarity. As well as the mathematical contents the task also enhanced skills in sight reading and reading aloud to an audience. Good use is made of information and communication technology (ICT). For example, Year 6 pupils use spreadsheets, Year 5 pupils were observed using a program to sort different attributes of planets, Year 2 pupils use number programs and Year 1 pupils a floor robot that supports work in number, angles and measurement.

## Mathematics across the curriculum

55. Good use is made of numeracy across the curriculum, which ensures that pupils have a good all round knowledge of mathematics. They use their knowledge to support their learning in many subjects. In science pupils measure the distance a toy vehicle travels along different surfaces from a ramp as part of their work on friction. In geography pupils use co-ordinates. In history they use time-lines to develop their understanding of chronology and in art they paint pictures using a variety of shapes.

## SCIENCE

Provision in science is **very good**.

### Main strengths and weaknesses

- Standards are well above average by Year 2 and Year 6, particularly in practical science.
- Teaching is good and makes excellent use of individual targets to promote pupils' good achievement.
- Very good relationships encourage pupils to behave very well and apply themselves profitably.
- Good links are made to other subjects of the curriculum.
- The subject is well led and managed.

### Commentary

56. Standards by Year 2 and Year 6 are well above national averages and have improved since the last inspection when they were judged to be above average. Pupils' knowledge and understanding is well above average and achievement by Year 2 and Year 6 is good. For example, in a very good Year 3 lesson about magnetism, pupils experimented with two magnets to observe what happened when they were placed together, side by side, or moved apart. They were quickly able to make a general hypothesis about opposite poles attracting and same poles repelling. A particular strength of this lesson and all lessons seen was the practical element, which encouraged pupils to think and reason for themselves. The majority of pupils, especially in Years 3 to 6, have a very good understanding of a 'fair test', where one variable is changed each time whilst the others remain constant.
57. The quality of teaching and learning is good and has been maintained since the previous inspection. Lessons are very well planned and resourced and teachers include a lot of experiments, demonstrations and investigations that interest and motivate pupils to work hard and improve their knowledge. In all lessons, learning support assistants work very well with the teachers and support pupils' learning very effectively, particularly lower attaining pupils and those with special educational needs. Teachers manage behaviour in practical lessons very well and this results in pupils being able to concentrate on their investigations and learning and so make good progress. Work is conscientiously marked by teachers who set good individual targets for pupils. These targets give pupils an excellent understanding of how they can improve their learning and promote good achievement.
58. The leadership and management of the subject are good. The co-ordinator supports colleagues well. He has observed and monitored lessons so as to improve teaching and learning. Since the previous inspection planning has improved and ensures progression in pupils' learning. Good use is made of information and communication technology (ICT) to support the subject. For example, pupils use spreadsheets and produce computer-generated graphs of results, use an electronic microscope linked to a computer screen and use sensors to monitor and record changes in temperature. Good links are made to other subjects. For



example, the recording of temperature contributes to mathematics, visits to local woodland and farmland compare animal habitats, a geography visit looks at how water is filtered at a filtration farm and the writing up of experiments and the recording of results, using a word-processing program, contributes well to literacy.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Standards by the end of Year 2 and Year 6 are above average.
- Teachers are confident with information and communication technology and the quality of teaching is good.
- There has been very good improvement in the teaching of the subject and in resources since the previous inspection.

### **Commentary**

59. By the end of Year 2 and Year 6, pupils have skills that are above average. This represents very good improvement since the previous inspection when provision and skills were judged to be unsatisfactory throughout the school. Pupils' achievement is good. For example, Year 3 pupils were observed using a word-processing program in which they were able to import pictures, change the size, style and colour of fonts, add borders to text, highlight sentences, phrases and words and cut and paste. Pupils are confident when using computers and laptops. They used the touch pad of a laptop with accuracy to move the cursor. Year 5 pupils confidently interrogate a data handling program to search and sort information to find which planets in our solar system have or do not have moons and rings. Year 6 pupils demonstrated good use of the Internet to research information for their topics in history. Pupils achieve well and are suitably challenged to improve the quality of their work at all times. As a result, they show a high level of confidence and understanding about computers.
60. The quality of teaching and learning is good. Teachers set interesting tasks for pupils and, as a result, they are motivated and show very good productivity and application in their lessons and behave well. This is an improvement since the previous inspection when pupils did not have the skills to work independently and so misbehaved. Pupils are very interested in their work and give considerable effort independently as well as cooperating well with others and sharing advice and supporting each other.
61. The management of the subject is good and has raised pupils' attainment significantly since the last inspection. The ratio of computers and laptops to pupils is above the national recommendation and teachers regularly make good use of them to develop pupils' skills.

### **Information and communication technology across the curriculum**

62. ICT is used well to support learning in other subjects of the curriculum. As well as using the computer suite for skills based lessons, pupils also use laptops in their classroom to support learning. Year 6 pupils produce *PowerPoint* presentations linked to work in English, Year 5 pupils word-process nativity play scripts, Year 4 pupils produce plans of the school and Year 3 pupils construct and interrogate spreadsheets of animal habitats to be found within the school grounds. Many pupils have sent emails to an actor who has appeared in the Harry Potter films, which puts the use of emails into a real life context and supports language and literacy well.

## HUMANITIES

One geography and three history lessons were observed. A sample of pupils' work in all subjects was scrutinised.

63. It is not possible to form an overall judgement on **geography** provision, but planning indicates that all aspects of the subject are covered well. There are good links between geography and other subjects which successfully develop pupils' learning and skills. Pupils' accounts of a Year 5 visit to a water treatment plant were of high quality and indicated good learning. They made very good use of their number skills and science learning to explain the different processes involved. Map work was good in Key Stage 1 and in all classes pupils apply their writing skills well in describing their findings.

### History

Provision in history is **good**.

### Main strengths and weaknesses

- Good teaching stimulates pupils' interest and learning.
- Teachers develop pupils' reading and writing skills well.
- Teachers enrich pupils interest very well through visits and visitors and role play.

### Commentary

64. Pupils achieve good standards by Year 6 and take an active interest in the topics covered. They benefit from a lively range of activities which develop their literacy and numeracy skills in recording events and calculating dates. Pupils have a clear idea of what primary and secondary sources are and older pupils are beginning to understand how to evaluate the reliability of different pieces of evidence. Learning is good in Year 2 and in the one lesson observed pupils were good at linking their knowledge of religious festivals to enter them in a calendar of the year.
65. Teaching makes good use of visits and visitors to enliven pupils' understanding of the periods studied. Enthusiastic subject management has organised a good range of local links to facilitate this. The curriculum is well planned to ensure that pupils extend their learning by linking their history studies to other aspects of learning in subjects like science, geography and religious education. Writing skills are well developed through imaginative descriptions of events and in recounting their visits. In a lesson on Victorian England, teacher and pupils entered into the spirit of the age through well managed role play.
66. Information and communication technology is used well as a resource for research and pupils locate information on the Internet and CD ROMs.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson of design and technology, two lessons of physical education and one music lesson were observed. No lessons of art and design were observed. A sample of pupils' work from the previous year was also examined and discussions were held with pupils and staff on teaching and learning.

### Main strengths and weaknesses

- There are a good variety of opportunities for instrumental tuition.
- Singing in the school is good and encouraged through assemblies and school performances.
- The programme in design and technology does not permit pupils to gain more advanced skills in the making element of the subject.

## Art and design

**No judgement** can be made about provision.

67. From the sampling of pupils' work and discussion with pupils and staff it is evident that pupils cover a satisfactory range of learning activities. The standards achieved are in line with those expected at both key stages, although Year 6 pupils had a limited understanding of the work of artists. Teachers organise regular visits to art galleries but the planning of such visits does not ensure that all pupils experience this in the course of their school career. Learning is well linked to pupils' studies in different subjects. Pupils effectively develop their art and design work in design and technology as well as creating three-dimensional pieces in history and geography.

## Design and technology

Provision is **unsatisfactory**.

68. Only one lesson in design and technology, in Year 2, was observed during the inspection, insufficient to judge the general standard of teaching. Very little completed practical or written work was available for examination, making it impossible to evaluate overall standards. Discussion with Year 6 pupils indicates that pupils have the expected levels of understanding of the design process. However, they lack experience of using more advanced or sophisticated skills in making the products they design. The subject has a rather low profile in the school and the level of improvement since the last inspection is unsatisfactory. A temporary subject co-ordinator was appointed from September 2003, who has had little time to make an effective impact but there are suitable plans to appoint a permanent co-ordinator soon.

## Physical education

Provision is **satisfactory**

69. Only two lessons in physical education were observed, in Years 3 and 6, although the brief observation of a Year 2 lesson indicated that pupils are achieving satisfactory standards in dance. In Year 3, pupils make good, often adventurous, movements in gymnastics but have not yet progressed to linking them together smoothly. Standards in Year 6 games are at the expected level. It is evident that teachers of pupils in these three age groups have good subject expertise and that pupils enjoy their lessons and mostly behave well. A good programme of extra-curricular activities in sport enhances pupils' skills. There is an adequate outdoor hard-surfaced area and a field, but the size of the hall and its use to store dining tables renders it inadequate for physical education lessons for older pupils. The school is aware of this and has good plans to effect improvements.

## Music

The school provides a good range of musical opportunities for pupils but **no overall judgement** can be made about provision.

## Commentary

70. The musical life of the school effectively involves all pupils as well as providing good opportunities for pupils to develop skills through individual and group tuition. Pupils sing well in assembly and are given encouragement and clear guidance to improve their skills. Class music is well planned and covers all aspects of the subject. In the lesson observed, pupils participated enthusiastically and demonstrated a good awareness of rhythm. Resources are good and well used in class, assemblies and out of school activities. Pupils take part in

recorder, hand bell and other instrumental groups and music is an important element in the regular pantomimes and plays presented to parents and the local community.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **No judgement can be made about provision.**

71. Only one lesson was observed. From a sampling of pupils' work and discussion with pupils and staff, it is evident that the school provides a sound range of learning activities for pupils. These are developed through discussion sessions, which are held in all classes, and through pupils' learning in other subjects, especially religious education and literacy. Teachers encourage pupils' personal development in the way they allocate school and class responsibilities to pupils. The recently created school council is well organised and is having a stimulating effect on the way all pupils think about their school environment and relationships. In the one lesson observed, teaching effectively promoted a sensitive response from pupils as they developed their ideas on bullying and keeping secrets.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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