

INSPECTION REPORT

**NEWBOTTLE AND CHARLTON C.E. AIDED PRIMARY
SCHOOL**

Charlton, Banbury

LEA area: Northamptonshire

Unique reference number: 122027

Headteacher: Mr. J. Cliffe

Lead inspector: Hugh Protherough

Dates of inspection: 3rd – 6th November 2003

Inspection number: 257007

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	112
School address:	Green Lane Charlton Banbury
Postcode:	OX17 3DN
Telephone number:	01295 811480
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W. Joss
Date of previous inspection:	23 rd – 25 ^h March 1998

CHARACTERISTICS OF THE SCHOOL

This is a small, popular primary school that serves three village communities near Banbury. It has a distinctively Christian ethos in keeping with its Church of England Aided status. The school roll is currently 112 pupils and numbers are rising. During the inspection, a new building project was getting underway that will increase the classroom space available. One or two pupils leave or start at the school at times other than September, but not a significant proportion. The village lies close to the M40 and is well favoured socially and economically. Almost all of the children are of white British ethnic origin, and most have had some pre-school experience, but in a wide variety of settings. Taken overall, the children's levels of attainment on entry to the Reception class are generally above average. About 15% per cent of the pupils have been identified as requiring some additional support within the school for their special educational needs.

At the time of the inspection, a building project to create a purpose built Foundation Stage classroom had recently commenced.

In 2001, the school received an Achievement Award from the DFES for the improvement in the pupils' results in the national tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8339	Hugh Protherough	Lead inspector	English, information and communication technology, art and design, design and technology, Foundation Stage.
9619	Bob Miller	Lay inspector	
17686	George Simpson	Team inspector	Mathematics, science, geography, history, music, physical education, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, held in high esteem by the pupils and parents alike. For several years, the standards attained by pupils at the age of eleven have been generally well above the national average in English, mathematics and science. Despite some recent changes in staffing, the quality of education offered continues to be good and pupils of all backgrounds and abilities are generally achieving well. The headteacher provides good leadership and receives strong support and constructive challenge from the governors. The cost of running the school is high, but it represents satisfactory value for money.

The school's main strengths and weaknesses are:

- The children are highly articulate, thoughtful, well behaved and hard working
- The close teamwork of the teachers and the teaching assistants frequently enhances the pupils' learning and helps them to achieve well
- The provision for information and communication technology (ICT) is unsatisfactory
- The governors have their fingers firmly on the pulse of the school. They know what is working and where improvements are required
- The educational partnership between home and school is very strong and effectively supports and extends the children's learning
- There is no formal arrangement by which the pupils can be consulted and contribute to the planning of school development

The school has made good improvement. Standards are higher and there has been a positive response to the findings of the last inspection. The school development plan is a much sharper document than previously, and now sets out clearly what needs to be done and how this will be achieved. It includes precise, measurable tasks for all those working at the school. As a result, important aspects, such as the framework for the school's curriculum, have far greater coherence. Good, regular homework tasks support the pupils' learning. However, recent changes amongst the staff mean that curriculum management remains at an early stage of development in many subjects.

STANDARDS ACHIEVED

Overall, the pupils achieve well. The children in the Foundation Stage are achieving satisfactorily. They have settled happily into the routines of school and the vast majority is on course to reach the expected goals by the end of their Reception Year. In Years 1 and 2, pupils of all abilities work hard and achieve well. By the age of seven, the pupils attain standards in reading, writing and mathematics that are above average.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A*	A	A
mathematics	A	A*	A	A
science	A	A*	B	B

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.

Although the cohort sizes are small, the analysis of the national test data and the pupils' past and current work show that by the end of Year 6 standards are generally well above the national average and those of similar schools. The results of 2001 were exceptionally good with the pupils achieving in

the top 5% of all schools nationally. The provisional results of 2003 continue this positive trend with a very high proportion of the pupils exceeding the levels expected of eleven year olds. With the exception of ICT the pupils are achieving well. Standards in English, mathematics and science are well above the national average and show good progress when compared with the pupils' prior attainment. Standards in singing are good throughout the school, as is the quality of the work of the pupils who receive instrument tuition.

Taken overall the **pupils' personal qualities, including their spiritual, moral, social and cultural development are good**. All the pupils express very positive attitudes about school; they work hard and generally behave in exemplary fashion. The levels of attendance and punctuality are satisfactory, but attendance has declined steadily over the past three years.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The very good relationships and the teachers' high expectations of their pupils underpin the strong ethos for learning in all classes. The additional support provided by the teaching assistants is extremely effective in enhancing the **learning** of pupils of all abilities. **The teaching is satisfactory in the Foundation Stage and in Years 1 – 6 it is good**. The teachers have good subject knowledge in English and mathematics and plan the lessons carefully so that the pupils know what they are expected to learn. Good use of a variety of teaching methods, such as drama and role-play, frequently adds depth to the pupils' understanding. Regular, well considered homework tasks also encourage the pupils' independent learning.

With the exception of the provision for ICT and the current arrangements for outdoor play in the Foundation Stage, the school's curriculum is good. It is successfully enhanced by a wide range of educational visits and extra-curricular activities such as music and sport. The school's partnership with the parents is very good. The strong educational and social links have a significant and positive effect on the children's work and achievements. The arrangements for involving the pupils in the development of the school are unsatisfactory.

LEADERSHIP AND MANAGEMENT

Generally, the **leadership and management of the school are good**. The governors provide strong support and well considered challenge for the staff in shaping the plans for school improvement. The headteacher offers good professional leadership for his team. The management of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both pupils and parents express very high levels of satisfaction with the work of the school, its friendly, caring ethos and the quality of work produced.

IMPROVEMENTS NEEDED

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

- Extend the provision for ICT, and increase the use made of it by pupils and teachers
- Involve the pupils in planning for future school improvement

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils in the Foundation Stage achieve satisfactorily, and almost all are on course to meet the expected goals by the end of the Reception year. The pupils in Years 1 - 6 achieve well. With the exception of ICT, standards in all the core subjects are above average by the end of Year 2 and well above average by Year 6.

Main strengths and weaknesses

- The Year 6 national test results have consistently outstripped the national performance for many years and compare favourably with those of similar schools
- The pupils' performance in the Year 2 tests has improved
- Their achievements in ICT are unsatisfactory
- The pupils apply their strong literacy skills to good effect in other areas of the curriculum
- The children in reception achieve well in their personal, social and emotional development and in their communication, language and literacy skills
- The quality of the pupils' work in music is very good, especially in singing and the playing of instruments.

Commentary

1. At the time of this inspection, the children in the Foundation Stage were in their first week of full time attendance. They clearly feel comfortable in school and have settled happily into the carefully structured routines provided by the adults who work with them. The children get on well with each other and generally share equipment or negotiate turn taking in a sensible fashion. These social skills are developing well because many of the children are confident speakers and listeners and the adults encourage a good variety of independent choice each day. However, regular daily opportunities for the children's physical development are restricted by the present lack of a dedicated outside play area.
2. The children in Years 1 and 2 are achieving well and building successfully on the recent developments in the Foundation Stage. Although the results in the national tests dipped at the turn of the millennium, those of the past two years have shown improvement. An analysis of the pupils' past and current work confirms that standards are securely above average in reading, writing and mathematics.

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

Standards in:	School results	National results
reading	19 (15.3)	15.8 (15.7)
writing	17.2 (14.4)	14.4 (14.3)
mathematics	17.8 (16)	16.5 (16.2)

There were 13 pupils in the year group. Figures in brackets are for the previous year

3. The inspection findings confirm the positive picture suggested by the analysis of the Year 6 pupils' performance in the national tests. Standards have been well above the national average for the past three years and the provisional data for 2003 is similarly positive with at least a half of all the pupils exceeding the expected levels in English, mathematics and science. There is no significant difference in the performance of boys and girls, and those with special needs also do well. The inspectors' conversations with the children and an analysis of the large volume of their written work confirm that standards are well above the national

average and generally above average when compared to those of similar schools. The pupils' well established literacy skills are used to good effect in other subjects such as science, geography and history. Most Year 5 and 6 pupils are fluent readers who are developing good research skills along with the capacity to write up their discoveries neatly, legibly and (in many cases) at speed.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.1 (31.9)	27 (27)
mathematics	29.1 (31.1)	26.7 (26.6)
science	29.5 (31.1)	28.3 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

- Although standards in ICT are broadly in line with the expected levels across Years 1 to 6, the pupils' achievements are unsatisfactory. Limitations in the range and accessibility of computers and some teachers' lack of confidence and expertise mean that the children's knowledge, skills and understanding does yet not match the high standards achieved in other subjects.
- The employment of a specialist music teacher has successfully contributed to the development of good quality work in this subject; especially in terms of the children's singing. The many children learning an instrument also achieve well and attain above average standards.

Pupils' attitudes, values and other personal qualities

In general, the pupils' personal qualities, including their spiritual, moral, social and cultural development are good. All the pupils express very positive attitudes about school; they work hard and generally behave in exemplary fashion. The levels of attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Throughout school the pupils are eager to learn and work hard in lessons
- Relationships between adults and pupils are very positive and strongly support the children's social and moral development
- By the age of eleven, the pupils accept responsibility willingly and are regularly entrusted with important tasks around the school
- Attendance rates have had a downward trend for the past three years
- The pupils' behaviour is very good, both in class and out on the playground
- The children with SEN are effectively integrated and well supported

Commentary

- The school is a friendly and industrious community. The staff team is effectively led by the headteacher and together they successfully promote the school's Christian ethos. As a result, individual pupils feel secure and valued and relationships are harmonious. Conversations with the pupils show that they have a good understanding of the social and moral values of the school. The Year 6 pupils speak persuasively about the benefits they perceive in the many extra-curricular activities offered by the staff and describe important occasions such as residential visits to the Isle of Wight or performing in concerts for parents and the wider community. They are proud of their school because they believe that if they want to have a go at something the teachers will do their best to help them to achieve this ambition.

7. The “fairness” of the adults in school is a powerful motivator for these children. Consequently, the vast majority of the pupils are keen to accept responsibility and contribute to the wider school society. A compelling example of this was observed on the first day of the inspection when a group of the oldest pupils requested that they be allowed to help the youngest become familiar with new lining up arrangements caused by the commencement of building work on the school site. They carry out this type of task and many others efficiently and with sensitivity.
8. Throughout the school the children behave very well, both in lessons and at play. The teachers’ high expectations and the pupils’ ability to collaborate, negotiate and get on well together means that there are very few occasions when there is conflict. One recent case of reported bullying was brought to the attention of the inspectors and the school had acted instantly to address the matter. There have been no exclusions in the past year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	111	0	0
Mixed – White and Black Caribbean	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. The school’s commitment to educational inclusion is reflected in the effective way that the few pupils with special educational needs are integrated within each class. There are careful plans that identify how each child’s needs are to be met and good evidence of continual evaluation and review that supports their good progress.
10. The headteacher and governors are keenly aware that the school is of predominantly white ethnic origin. The inspection team agrees that although the school’s curriculum has a reasonable cultural breadth, more could be done to prepare the pupils for the ethnic diversity they will find in the nearby towns and cities of 21st century Britain.
11. Attendance at the school is satisfactory but has declined in recent years. This appears to be caused by an increasing number of families taking holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school continues to be good. The very good relationships and the teachers’ high expectations of their pupils underpin the strong ethos for learning throughout the school. The curriculum is successfully enhanced by a wide range of educational visits and extra-curricular activities such as music and sport.

Teaching and learning

In the Foundation Stage, the pupils are making steady gains in their learning and the teaching is satisfactory. In Years 1 to 6 the teaching is good and the pupils are learning effectively. Overall, the assessment of the pupils' work is satisfactory.

Main strengths and weaknesses

- There are very positive relationships between adults and children and high expectations for successful learning
- The teachers have good subject knowledge in English and mathematics and plan the lessons carefully so that the pupils know what they are expected to learn
- The additional support provided by the teaching assistants is extremely effective in enhancing the learning of pupils of all abilities
- In the reception class, the planning is not always sharp enough
- Some numeracy lessons are too long and the pace of learning slackens
- The use of a variety of teaching methods, such as drama and role-play, frequently adds depth to the pupils' understanding
- Regular, well considered homework tasks encourage the pupils' independent learning

Commentary

12. There are several key strengths that underpin the positive climate for the pupils' learning. All the teachers have high expectations of their pupils, both academically and socially. Each class benefits from clear rules and daily routines that the children know and understand. Conversations with the pupils show that they have a strong appreciation of the way they are treated and frequently mention that it is the "fairness" of the adults that makes school such a good place to work and play.
13. The pupils also provide some fascinating insights about teaching. The Year 6 pupils speak informatively about their perceptions of what makes for a good lesson. Many of them note that a teacher's own personal enthusiasm often results in enhanced learning. One girl said that she used to find mathematics hard, but that with her present teacher she was finding it easier because, "He has lots of ways to make maths fun and somehow clearer." Others reminisced about work lower down the school and recalled that their history lessons with one teacher were often interesting because, "She was excited by the subject."
14. The inspection findings confirm that many of these features of successful teaching are evident around the school. All the teachers have a secure grasp of the national strategies for teaching literacy and numeracy. These lessons are generally well planned and the objectives made explicit so that the pupils are clear about what it is that they have to learn. In the most effective lessons, the teachers are careful to use their informal assessments of the children in order to ensure that there is a close match between the pupil and the task. The clear focus upon ensuring that as many pupils as possible meet and exceed the expected levels by the time they are eleven is reflected in the pupils' good achievements and high standards attained. However, the teachers' use of assessment information is not yet so well developed in subjects such as ICT, history and art.
15. Although the teaching of mathematics is secure there are some anomalies within the timetabling of this subject, especially in Year 2. The session between break and lunchtime is 75 minutes long and the daily numeracy lesson for seven year olds is scheduled to fill this slot. This is far too long and the inspection findings confirm that the pace of learning frequently slackens in the latter stages of these lessons.
16. The decision to employ a good number of additional adults as teaching assistants is paying dividends. These members of staff are deployed effectively around the school to support the children and frequently make a major impact upon their learning. For instance, in a Year 2 science lesson the probing questioning of the teaching assistant effectively extended the work

of the higher attaining pupils. Similarly the management and support of the few pupils with special educational needs benefits greatly from the expertise of a special needs assistant who works with these children on a regular basis.

17. In the main, the teaching in the Foundation Stage is satisfactory. The teacher and her assistant are extremely effective in the provision made for the pupils' personal, social and emotional development. Consequently, the children have settled happily and at the time of the inspection were coping well with their first few full days in school. The teacher plans an appropriately varied curriculum that reflects the requirements of the Foundation Stage curriculum. However, the focus of the pupils' learning is not always sufficiently sharp. On these occasions too many activities happen at once. The learning objectives are too broad and the adults find it harder to make incisive assessment.
18. A strength of the provision in the Foundation Stage, and elsewhere in the school, is the widespread use of drama and role-play that develops still further the pupils' very good speaking and listening skills and makes a significant contribution to their learning. The reason why this works so well is because the adults also get fully involved in the process. The teaching assistant in the Reception class intervenes regularly as a customer in the "Baker's Shop" requesting different types of bread, checking her bill and extending the children's vocabulary. Her questions and responses ensure that the children willingly continue to suspend their disbelief and extend the story. Further up the school a teaching assistant adopted the role of a servant in a Victorian farmhouse kitchen and answered the children's questions thus enabling the teacher to gauge just how much they had learnt.
19. Since the last inspection, the setting of homework has become firmly established and the vast majority of parents express satisfaction with what is expected by the school. Each class has its own system for setting homework, and the current homework notebooks in Year 1 are very good models indeed. Analysis of these books reveals a continuing, written dialogue between parents, teacher and child. Typically the teacher will provide a task or simple game to be carried out at home. Evaluation is requested and there often follows copious correspondence about the outcomes along with suggestions for future work. This is an example of the home/school educational partnership at its most productive.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	12	14	0	0	0

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

The curriculum

With the exception of the provision for ICT and the current arrangements for outdoor play in the Foundation Stage, the school's curriculum is good. It is successfully enhanced by a wide range of educational visits and extra-curricular activities such as music and sport. The school's accommodation and resources are satisfactory.

Main strengths and weaknesses

- There has been a positive response to the key issues raised at the previous inspection
- The national strategies for literacy and numeracy have been successfully implemented
- The resources for ICT and their use across the curriculum are unsatisfactory
- There is a good range of educational visits and visitors to the school, and strong community support
- The support for pupils with special educational needs is effective and well managed

- Opportunities for Foundation Stage pupils to engage in regular outdoor play are unsatisfactory

Commentary

20. The curriculum has improved since the previous inspection, because the school has introduced effective curriculum frameworks that guide the teachers in their planning. The successful implementation of the national strategies for literacy and numeracy has also resulted in plans that focus on the needs of pupils at all ages and stages of development. Thus, the quality of learning has improved and standards have risen. This improvement includes the achievements of those pupils with special educational needs, who prosper from well designed individual education plans and their successful implementation by the adults.
21. The curriculum is enhanced and enriched by educational experiences provided by visitors to the school and visits made by pupils to places such as the Isle of Wight and Cogges Farm. The quality of work produced subsequently is very good. Many of the pupils (and their parents) speak enthusiastically about the productions and concerts put on during the course of each year. The very good community support, both in terms of fund raising and involvement in learning, such as homework, increase the pupils' opportunities to do well. A focus on education for citizenship has improved the quality of the personal, social and health education programme. Sport and the arts are well developed, and the quality of the teaching and learning in music is very good.
22. The school uses its accommodation well, although conditions are cramped. The ongoing building development is a very good example of the school having appropriate priorities in its school development plan, and of the role played by parents and the community in supporting its efforts.
23. In most subjects, the level of educational resources is adequate, but the supply of computers and their current deployment impede the teaching of ICT. The children in the Reception class lack the types of large-scale construction equipment and wheeled vehicles to use outdoors as suggested within the Foundation Stage curriculum.

Care, guidance and support

The provision for the pupils' care, welfare, health and safety are good. The pupils' achievement and their personal development are soundly monitored, but the arrangements for involving them in the development of the school are unsatisfactory.

Main strengths and weaknesses

- The children have very good and trusting relationships with adults in the school
- The health and safety arrangements are good
- The pupils are not sufficiently involved in the school's work and development

Commentary

24. Pupils are well supported by the very good relationships that exist within the school. Good induction arrangements ensure that new children are quickly able to feel comfortable in the school, work effectively and achieve well. They are well supported by the older pupils. The children are extremely happy and delighted to be at this school. There is a suitable policy for health and safety. Despite the current building works, the school handles effectively any potential hazards with due regard to the children and staff present.
25. The school is not yet effective in the way it seeks pupils' views on school improvement. There is no School Council and any opportunities for them to contribute and have their voices heard are currently on an informal basis.

Partnership with parents, other schools and the community

The partnership with parents is very good. The strong educational and social links have a significant and positive influence upon the children's work and achievements. In general, the links with the local community and other schools are good.

Main strengths and weaknesses

- The school has a very good partnership with parents based on high levels of mutual trust and respect. It strongly supports the pupils' all round development
- There are good links with the local secondary school
- The school is outward looking and has productive links with the local community
- The information given to parents about the school is sufficient, but sometimes tardy
- Concerns or complaints are dealt with promptly

Commentary

26. The parents have very high levels of satisfaction with the work of the school and are pleased by the improvements that have taken place since the last inspection. A few, however, feel the school neither seeks their views on a regular enough basis nor gives them sufficient, timely information about what their children are doing at school and inspectors agree that this is an area of management that might be improved. However, the staff members are highly visible at the beginning and end of the school day and are in a position to share information or deal with any concerns that parents may have quickly and effectively. The annual reports of the pupils' progress cover the necessary ground satisfactorily, although better use might be made of ICT to speed the process and enhance presentation.
27. The vast majority of the parents and carers provide strong support for their children at home and through the "Home-School Agreement" have a clear idea of what the school expects from them. Homework is well established and is evidently making a strong contribution to the high standards being achieved. The teachers also benefit from the good number of parents who help willingly in school.
28. The school has good links with the local secondary school. Students from this school often come to help as part of their work experience and members of staff are also regular visitors in order that they might get to know the Year 6 pupils who transfer each year. Primary aged pupils also visit the secondary school for a variety of activities and often make use of its sporting facilities.
29. The Foundation Stage teacher does a good job in attempting to maintain contact with the many pre-school play groups and nurseries that send children to the school. There is a new welcome pack for prospective families and a well established induction programme that runs through the summer term.
30. The school works closely with its local community and receives its strong support. The skills and talents of many local people are represented on the governing body and many others offer help and assistance with fund raising for their local school. The pupils are often involved in village events such as the local drama productions organised in the Village Hall. They use the local rural environment effectively for school trips as well as opportunities for the older children to travel further afield for extended periods. There are close links with the Church and the school nurse and community police officer are regular visitors to the school.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The governors provide strong support and well considered challenge for the staff in shaping the plans for school improvement. The headteacher offers good professional leadership for his team. The management of the school is satisfactory.

Main strengths and weaknesses

- The governing body influences the work of the school and has a strategic influence in leading its development
- The headteacher's principled leadership generates a common purpose amongst the staff team and a clear drive for improvement
- The management of the curriculum is improving but the headteacher needs to delegate more of the work
- The staff should make better use of ICT
- The school development plan is much improved and ensures that everyone has clear idea of their responsibilities

Commentary

31. The governing body is strongly supportive of the school and works diligently to ensure continuing improvement. Collectively, the governors bring a wide variety of experience and expertise that is effectively deployed in the well-considered committee structure that manages each aspect of the school's work. Conversations with the governors reveal that they have a good appreciation of the school's many strong features, but they are not complacent and clearly see their role as providing challenge in addition to their encouragement of the staff team. A good example of this is the much improved school development plan. A sub committee of governors has worked closely with the headteacher and staff to devise a more focussed plan that is explicit about who does what and when. The plan is manageable in its scope and also includes measurable targets and predicted costs. However, the real effect of the plan has been in its use to inform discussion at meetings of the governing body. Those responsible for particular projects are expected to present a progress report and the remaining governors question and hold them to the account.
32. Of late, the governors have been extremely active in managing the fund-raising necessary to realise the development of a purpose built classroom for the Foundation Stage. Together with the headteacher, his staff and the parents the entire local community has been galvanised into organising and supporting a wide variety of imaginative fund raising events. As a result, the start of the inspection coincided with the commencement of the new building project that will enhance considerably the quality of provision for the children in the Reception class.
33. The long serving headteacher provides good leadership for the school. The staff, parents and governors value his hard work, commitment and the Christian ethos and values that he promotes through his strong personal example. He sees himself first and foremost as a lead professional and is at his best when working with the pupils, motivating them to achieve well and to pursue high standards in all that they do. The very good Year 6 test results of recent years are a reflection of his success.
34. Generally, the management of the school is satisfactory. The management of the provision for the pupils with special educational needs is efficient and effective. A teaching assistant implements many aspects of this provision under the guidance of the headteacher. The approaches taken to ensure best value when appointing adults to the small staff team are similarly imaginative. For instance, the part-time music teacher enhances considerably the school's provision in the arts and the pupils' cultural development. However, following several recent changes of personnel the headteacher has attempted to shield some subject co-ordinators from many of the duties that they need to carry out. For example, there has been no checking of samples of work across the school to see if the pupils are achieving well enough in every class and no monitoring of the planning in their subjects. A sound start has been

made to the introduction of performance management, but the curriculum co-ordinators have yet to develop a clear view of standards and the quality of education across the school in important subjects such as English. Many aspects of the school management would improve further if better use were made of the power of ICT to support such processes as lesson planning, report writing and data analysis.

35. The headteacher and governing body manage the school's budget prudently. There is an appropriate contingency fund and regular budget meetings to check how much is being spent. The school manages very effectively the financial implications of the fluctuations in staffing caused by its rising roll.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	220,740
Total expenditure	265,710
Expenditure per pupil	2,372

Balances (£)	
Balance from previous year	44,970
Balance carried forward to the next	27,470

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. At the time of the inspection, the fifteen pupils in the Reception class had just started attending school for the whole day following the first half term when they attended for mornings only. These pupils are taught as a separate Reception class on Monday, Tuesday, Thursday and Friday mornings. The rest of the time they are joined by ten of the youngest Year 1 pupils.
37. The majority of the children are still four years old and almost all had attended some sort of pre-school nursery or play group prior to entry. Early assessments indicate the children's performance in the areas of learning set out in the Foundation Stage curriculum is generally above average. Taken overall the pupils are achieving satisfactorily. The vast majority are on course to reach the expected goals by the end of this academic year and a significant number will exceed them.
38. The previous inspection reported the Foundation Stage as a strong feature of the school, but there have since been considerable changes in the staffing arrangements for this class. The present teacher took up her post a little over a year ago and has made a good start to establishing an attractive classroom that has sufficient flexibility to meet the vast majority of the demands of the Foundation Stage curriculum. On the whole, the teaching is satisfactory because the teacher and her assistant have an effective working relationship and together they manage the class well, especially when the Year 1 pupils join the Reception aged children. However, on some occasions the teacher arranges far too many activities for the children to choose from. Although many are intrinsically worthwhile the teacher does not always identify sharply enough what it is that she wants the children to learn, nor consistently ensures that what is planned will match the individual capabilities of each child.
39. During the inspection, it was not possible to gather much evidence about the children's **knowledge and understanding of the world** and **physical development**, so these aspects are not reported separately.
40. In regard to their **knowledge and understanding of the world**, informal conversations with the children show that they arrive at school with a wealth of previous experience. Many have a keen interest in the natural world and talk happily about birds, where they nest and how "babies hatch from the eggs." Others swiftly build on these comments by talking about other animals, such as dogs and the fact that "puppies come out of the mummy's tummy." The teaching is building successfully on this good start and the recent work on "buildings" has helped many pupils to learn a great deal about the different types of housing in the village. This has been sensibly based upon walks around the local area and has led to some useful drawing, painting and modelling. The children know that builders make houses and can talk about the materials they use, such as bricks and cement. The class computers are in occasional use and the children enjoy using them to create simple pictures and designs.
41. During the inspection, the autumnal weather and the new building project restricted the pupils' access to the school grounds. Opportunities for vigorous physical exercise were few, and although the teaching assistant was familiarising the children with the school hall, more needs to be done to ensure that the Foundation Stage children receive a full entitlement for their **physical development**. The adults are conscientious in the way that they ensure the children do some bending and stretching after they have been sitting and listening for a while. However, there is marked absence of the types of equipment and vehicles that they might use out of doors to exercise and develop their larger movements on a daily basis. The children's finer physical control is well advanced. Most are developing greater dexterity with buttons and zips as they get changed. When using dough, they know how to roll, squeeze and shape the material, and their control of pencils and paintbrushes is also good because most are

developing a correct grip. This gets the children on the right road to gaining better control of their tools and also supports the development of their early writing skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Relationships are very good
- Most children are confident and interested in their work

Commentary

42. The children have settled swiftly into the routines of school because the adults provide a clear framework for each day and offer consistent friendly support. For instance, at the beginning of each morning the adults are always on hand to meet parents with their children to exchange news and information. This clearly helps the children feel secure as they observe the positive relationship between home and school. The children take responsibility for getting changed and respond positively to the teacher's challenge to achieve this inside four minutes.
43. The purposeful organisation of the classroom means that the children are constantly working in different combinations and settings. As a result, most are making plenty of friends and learning how to share equipment, listen to the views of others and explain themselves. The overwhelming majority manage well, but it is clear that one or two children get tired towards the end of the day and struggle to cope when they are not the centre of attention. However, the firm and friendly tone of the two adults, their consistent application of the class rules and their good relationships provide the children with excellent role models. As a result, the pupils are achieving well; most are on course to meet the expected targets and many will exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of the children's skills in communication, language and literacy is **good**.

Main strengths and weaknesses

- There is effective support for the development of the children's speaking and listening skills.
- Many pupils are starting to recognise letters and their sounds
- The children are developing a love of stories and literature

Commentary

44. The vast majority of the children are confident in the way that they speak with other children and adults in school. The teaching builds on this good start and offers a wide variety of settings within which the children can further develop their skills and competence. At the start of each day, they are encouraged to exchange news with their classmates or respond to the teacher's questions about the day ahead. The plentiful independent group activities provide good opportunities for the children's own informal talk as they work and play. However, it is the interventions of the adults that assist most in advancing the children's language acquisition. This was evident, for instance, when an adult joins the children to discuss the different ways of moulding and kneading bread or questions them during their activities in the role-play corner.
45. The children are already used to spending ten minutes or so listening to stories and sharing a book with an adult. Conversations with the children reveal that stories and poems are an important part of their lives and that most can already talk about favourite tales and

characters. Early on in the inspection, the teacher introduced the "letter of week." Most children swiftly recognised the shape of the letter "h" and did well in sorting the objects in the teacher's treasure chest into those that did or did not begin with "h". Subsequently, the pupils brought in objects from home for the class display, which was a further indicator of the strong and effective partnership between home and school.

46. The children turn readily to "mark-making" equipment and are happy to construct strings of marks and letters. Several gained great pleasure in using a small sand tray to practice the letter "h" or write their names. Most pupils recognise their names and with help are beginning to copy the letters thereof. The vast majority are on course to achieve the targets expected for this age group.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical activities provide good opportunities for the children to practice their number skills
- The level of challenge is not always well matched to individual ability

Commentary

47. The classroom is attractively displayed and contains plentiful visual prompts that support the children's mathematical development. Most of the children recognise the numerals 1-9 and many are increasingly competent in counting accurately groups of objects up to ten. The teacher is sensibly preparing the children for next year's numeracy lessons, by ensuring that some mathematical topics are taught more formally in a whole class setting, but taking good care not to keep the children seated and listening for too long. These sessions provide the teacher with much useful information about the children's progress, but her questioning is seldom sufficient to check their deeper understanding.
48. The development of the role-play corner as a "Baker's Shop" has sensibly included a focus upon money and the children have benefited from buying and selling loaves and rolls and using the shop's till. This works best when there is an adult on hand to extend the children's knowledge and skills. However some associated activities are not so productive. For instance the task of "sorting" a huge pile of coins of different denominations ultimately de-motivated a small group of pupils who had initially been positive and enthusiastic. Elsewhere, however, the use of dough provided a valuable springboard for the discussion of shape, space and volume. The vast majority of the pupils are on course to achieve the expected goals, and a few should exceed them.

CREATIVE DEVELOPMENT

The provision for the pupils' creative development is **good**.

Main strengths and weaknesses

- The use of role play to fire the children's imagination is very good
- The teaching of music is also very good
- The range of materials for creating drawings and designs is sometimes too constrained

Commentary

49. The children benefit from a good range of interesting experiences in this area of learning. Most are on course to achieve the expected goals and a good number are likely to exceed them, especially in respect of imaginative activities and music. The children make full and frequent use of the "Baker's Shop" to act out their own stories and respond very positively when adults join in their activities. On one occasion, following a morning's work based around the story of the "Three Little Pigs", the teaching assistant entered the class, in role, wearing a wolf's mask. The pupils swiftly accosted her and began to demand why she had been so horrible to the little pigs and a lively debate was well managed by the teacher as intermediary between the wolf and the class.
50. The music specialist makes a significant contribution to the children's musical development. As a direct result of his carefully structured lessons, they are rapidly acquiring a broad repertoire of favourite songs. He is teaching them the correct names for a good range of percussion instruments, such as a guiro or the half moon tambourine, and providing precise guidance about how to hold and strike them. Little by little the expectations of the children are being raised. In the lesson observed during the inspection, the teacher successfully started to introduce the concept of conducting by getting the children to practice stopping and starting their singing in response to a simple hand gesture. His excellent subject knowledge and skilled accompaniment on the guitar make this weekly event a high spot for many children.
51. The children work hard and productively when drawing and painting. Their drawings and models of houses around the village are of good quality. The next step is for the pupils to be given greater scope for selecting and combining a variety of media. For instance, the idea of putting out coloured chinks and black paper is a good starting point for pictures about fireworks night, but limits the pupils' ability to construct more vibrant responses given a wider selection of materials and media.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

The provision in English is **good**.

Main strengths and weaknesses

- Standards of reading and writing are well above average by Year 6
- The teaching is good, especially in developing accurate, well presented writing
- The teachers promote literature in lively and imaginative ways that motivate the pupils to read widely
- The pupils write for a good variety of purposes, but do not make enough use of ICT to draft, edit and re-structure their work

Commentary

52. in Year 6, the pupils achieve standards that are well above the national average and that compare favourably with similar schools. The vast majority are very well equipped for life at secondary school. Conversations with the Year 6 children reveal that they enjoy reading and have good levels of comprehension. An analysis of their written work shows that virtually all write in a fluent joined script, use simple punctuation accurately and spell correctly most words with regular patterns. These skills have been fostered effectively by the systematic teaching of the necessary skills as the children move through the school and are effectively applied across the other subjects of the national curriculum.
53. The pupils many achievements in English show that the framework of the national literacy strategy has been successfully adopted by the staff. There is particular strength in the way that some teachers promote a love of reading. For instance, the Year 1 teacher swiftly grabbed the attention of the class by her dynamic reading of "Peace at Last." The subsequent use of the teaching assistant to help the lower attaining pupils to act out the story clearly reinforced their understanding and encouraged many to want to go back to the book to read it themselves. The oldest pupils have thoroughly enjoyed their recent work on biography and autobiography. The Year 6 teacher's use of Roald Dahl's autobiography provided an excellent springboard for the children's discussions about incidents from their own lives that they might write about. Conversations with the children demonstrate that they read widely, especially contemporary children's fiction and that special visitors to the school such as the poet John Foster, are further encouragement to extend the scope of their reading.
54. By the age of eleven, the pupils are producing a very good volume of written work. Events such the residential visit to the Isle of Wight are beautifully recorded in good detail within individual A4 journals that include details of the route, visits made and personal responses to particular incidents. A scrutiny of the Year 5 and 6 pupils' recent work reveals that many are starting to experiment with longer and more complex sentence structure and by varying the tense or person of their stories. However, there is very little evidence of the pupils being encouraged to use ICT to compose their writing to screen, save it to disk and then edit or re-structure their work. Even writing activities such as newspaper stories are still being composed using pen and paper.

Language and literacy across the curriculum

55. The pupils' strong literacy skills are used to good effect across the entire curriculum. By the time they leave the school at age eleven the vast majority of pupils are able to use library and reference materials competently to carry out research in subjects such as geography, history and science. Their fluent handwriting and secure grasp of spelling, grammar and punctuation

means they turn naturally to pen and paper in order to record their ideas and refine their thinking. Conversation with the pupils is frequently entertaining and illuminating. Their comments often demonstrate a thoughtful and considered response.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- The school has successfully implemented the National Numeracy Strategy
- The pupils achieve standards that are well above the national average
- The higher attaining pupils are suitably challenged, but not in all lessons
- The role of the subject leader is not well developed
- ICT is not well used as a tool for learning
- The allocation and use of time is occasionally inefficient

Commentary

56. The successful implementation of the National Numeracy Strategy has resulted in better planning, with a sharper focus for learning. Consequently, standards have risen and by the age of eleven they are well above the national average. When the learning focus is on using and applying mathematics, all pupils are well challenged, including the higher attaining pupils. For instance, current work on bearings in Years 5 and 6 enables the pupils to apply their previous learning to new situations and to use their ingenuity to find the best route round an island. There are times, however, when the pitch of the lesson does not challenge the more able pupils, and on such occasions these pupils do not achieve as well as they should. This also occurs when the lessons are too long and the planned material does not sustain a rigorous approach. Although ICT is used intermittently, for instance in a year 1 lesson to extend the higher achieving pupils, more use should be made of it in relation to all of the attainment targets.
57. The teaching is good overall and is at its best when the planned activities match and challenge all levels of ability. This occurs mostly in Years 1 and 5/6, and is backed up by perceptive questioning by the teachers. All teachers have high expectations of behaviour and have established very good relationships. In turn, the pupils respond by being hard working and conscientious and their completed work is very neat and well presented. The teaching is less effective when all pupils focus on work at the same level, which can be undemanding. The classroom assistants provide strong support and enable all pupils to participate in the activities and make good progress, including the pupils with special educational needs.
58. The role of the subject co-ordinator is under-developed, so she has limited opportunity to raise the quality of teaching and learning across the whole school. This is offset to some extent by the good involvement by the headteacher, who ensures that the school keeps abreast of developments in the subject.

Mathematics across the curriculum

Mathematics is used satisfactorily in other subjects, such as science, geography and design and technology.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- Standards in science are well above the national average
- Investigations are well used as a vehicle for learning, but the pupils' management of their own learning requires further development
- The pupils present their work very well
- The new subject co-ordinator has made a sound start

Commentary

59. The pupils achieve standards that are well above the national average, because the subject is well planned and thoroughly taught, with an emphasis on an investigative approach to learning. They acquire a systematic approach to conducting experiments, which they learn to set out in a well-organised format. The oldest pupils understand the necessity for fair testing when conducting experiments and are able to describe the process using suitable technical language. However, they need greater opportunity to conduct investigations of their own devising in order to raise standards even further, especially the most able pupils. The newly appointed co-ordinator plans this development and there is some evidence of this in a completed investigation of factors affecting the growth of geraniums.
60. The curriculum is organised using national guidelines and on a two-year cycle to cater for the mixed age classes. This is an improvement on the findings of the previous inspection and has contributed significantly to the rise in standards. The teachers plan the lessons with clear learning objectives and prepare the necessary resources well. The quality of the teaching and learning is good and the teachers establish very good relationships with their pupils. The work is meticulously presented and this contributes to the pupils' feeling of 'being scientists,' as they recognise a need to conduct their investigations methodically. In years 5 and 6, an effective injection of humour into an experiment on changing state, when a frozen, filled rubber glove was used in the introduction, helped to make learning fun. The teacher also used the frozen 'hand' well to check for understanding as the experiment progressed.
61. The subject co-ordinator was appointed only recently and her role needs to be clearly defined and implemented, so that she can influence the development of the teaching and learning throughout the school and thereby continue the rise in standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- The quantity and deployment of the school's computers is unsatisfactory
- Although standards are in line with the nationally expected levels the pupils are not achieving well enough
- There is a coherent plan to improve the situation

Commentary

62. The school currently provides two computers in each classroom. These are seldom in continual use each day and when the teaching of ICT is scheduled it is often impossible for the whole class to see what is being demonstrated. The exception to this was when the Year 2 teacher and her assistant made effective use of a lap top computer and projector to demonstrate the use of the colour-magic program and when the Year 6 teacher demonstrated the use of a programmable electronic toy to his class. Even so, in each instance there was

insufficient equipment for all the pupils to carry out the required activity following the demonstration.

63. Most pupils have access to computers at home and many older children use them regularly, hence standards are broadly in line with the levels expected in every class. However, the current limitations in the quantity and deployment of computers means that most children are underachieving in this subject because they are not getting sufficient opportunity to develop systematically their knowledge, skills and understanding.
64. A further significant contributory factor has been the absence of the subject co-ordinator on maternity leave. Her good subject knowledge and ability have been missed. She has mapped out a sensible plan for covering the curriculum, but further improvement will ultimately depend upon the decisions taken by the staff and governors to expand the ICT provision once the new Foundation Stage classroom is complete. The current plans include the creation of a small computer suite in the old school building. However, this will work well only if the adults have the confidence and subject knowledge necessary to ensure maximum use of any new equipment purchased.

Information and communication technology across the curriculum

65. The shortage of computers limits the extent to which the teachers are able to use the power of ICT to support learning across the curriculum. In the classes with the oldest pupils, there is some evidence of the pupils using ICT to support research in history and geography. However, there are far fewer signs of the children using new technologies to analyse data in science or employing word processing programs in order to compose text directly to screen.

HUMANITIES

66. During the inspection it was possible to observe only one lesson in geography and two in history. Additional information was gathered from an examination of the pupils' previous work, a scrutiny of the teachers' planning and discussions with the staff and pupils.
67. In **geography**, the pupils' previous work shows that they make satisfactory progress in developing their knowledge of the wider world and in their acquisition of map-making skills. The pupils are achieving average standards by the end of Years 2 and 6.

History

The provision in history is **good**.

Main strengths and weaknesses

- The planning is thorough
- Good use is made of educational visits to enrich the pupils' learning
- The use of drama and role-play enhances the pupils' understanding
- The methods for recording work do not always sufficiently challenge the most able

Commentary

68. The school makes use of national guidelines in its planning. These are well adapted to the school's needs, so that units of work are taught on a two-year cycle, which takes account of the differing needs in mixed age classes. The lessons are planned with clear learning focuses and the activities are planned to cater for all levels of ability. Consequently, standards have risen since the previous inspection and are now good by the age of eleven. The pupils make good progress by the end of their time in school.

69. The school uses educational visits to make good cross-curricular links and to make learning real and relevant. The recorded work of the visit to the Isle of Wight links aspects of history and geography as the pupils carry out a coastal investigation, and learn about land use and economic activity. They realise that people have different opinions about the same issues. This theme is also developed in history, when the oldest pupils talk about the recording of historical events from different points of view, such as the Viking invasions
70. A follow-up lesson to a visit to Cogges Farm employs the good use of role-play and historical artefacts. The pupils learn to look at evidence and make both comparisons and deductions. For instance, in an effective lesson in Year 2, the pupils developed an understanding of chronology by examining a Victorian and a modern kitchen. By making cakes in both kitchens, the pupils came to realise how technology makes contemporary life much easier and faster. The introduction of the learning assistant dressed as a Victorian cook also allowed the pupils to ask questions and to develop a line of enquiry. Sometimes, however, the questions asked by the teacher do not encourage the pupils to develop their thoughts and ideas, which is a missed opportunity to improve their knowledge and understanding. Through their work on Invaders and Settlers, the pupils in Years 3 / 4 acquired a good basic knowledge and enjoy discussing the underlying reasons for the Viking invasion. Good use was made of searching the Internet in this lesson. However, the more able pupils are occasionally restricted by the recording format, i.e., their verbal responses indicate a more advanced understanding than the recording task sometimes requires of them.
71. The pupils record their work neatly, taking great care with maps, tables, charts and written accounts. Their very good literacy skills are employed well in the variety of recording methods used. In conversation, they display an enthusiasm for learning. This is evident when the pupils in years 5 / 6 link their knowledge of the city-states of Ancient Greece with an understanding of modern democracy and other sorts of government. They pursue this theme with gusto!

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. One lesson was observed in design and technology and another in physical education. Two were observed in art and design and four in music. A wider sample of the pupils' work was examined in music, art and design and design and technology.
73. The pupils are achieving satisfactorily in **art and design** and **design and technology**. By the age of eleven the pupils have learned about a good number of artists, such as Monet and Van Gogh, but many boys are more excited by the work of painters like Jackson Pollock and the pop art designs of Andy Warhol. The pupils' own work shows the satisfactory development of drawing and painting skills often thoughtfully applied in the other subjects of the National Curriculum. The work in design and technology reveals a steady development across the school as the pupils improve and refine the quality of their designs and final products.
74. The teachers' planning shows sound coverage of the **physical education** curriculum. It is effectively supported by a good range of extra-curricular sports and clubs over the course of each year. The Year 3 and 4 movement lesson was satisfactory. The teacher had a good plan, explained the aims clearly and managed the class well. The children achieved the teacher's objectives, but there were one or two periods of inactivity as a result of protracted evaluation.

Music

The provision in music is **very good**.

Main strengths and weaknesses

- The school makes very good use of a specialist teacher
 - All pupils make good progress
 - Standards in recorder playing are good
75. The use of a specialist teacher in music has a very positive influence on standards and learning, which are good. His advanced knowledge and understanding of the subject ensures that the lessons are well organised, varied in content and encourage a systematic development of skills. The lessons are conducted at a rigorous pace, so that learning is purposeful and the pupils remain on task throughout. Relationships are very good and this adds to the evident enjoyment of the pupils. The use of a guitar accompaniment in a wide range of styles ensures that no opportunity is missed to advance and reinforce the pupils' learning. The pupils learn new songs and rounds and provide their own instrumental accompaniment in ways that make learning both quick and enjoyable. As a result, they are attaining a good standard in both singing and playing.
76. All pupils have the opportunity to learn to play the recorder. The specialist teacher's role is supplemented by a volunteer parent, which ensures that the time is used well and the opportunities are broadened. The quality of the teaching and learning in these classes is very good, and the advanced recorder group plays ensemble music, such as 'Look for signs that summer's come', very well indeed. There is enthusiastic participation by both girls and boys.
77. A scrutiny of the long-term plans shows that the whole music curriculum is systematically taught throughout the year. The pupils take part in concerts and festivals, both in school and with other schools. These activities enrich the curriculum and give a relevance to learning. Some pupils avail themselves of the opportunity to learn instruments with peripatetic teachers and attain a good standard.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. The provision for the pupils' personal, social and health education is **satisfactory**. The regular involvement in village and wider community events gives the children a keen sense of identity and their lives as citizens are strongly supported by the visits of the community policeman. The school arranges some provision for health education through the annual visit of the Life Education Centre. The Year 6 pupils say they find this particularly helpful in preparing for the stress of examinations.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	5
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

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	4
The effectiveness of management	4

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