

INSPECTION REPORT

NURSTEED COMMUNITY PRIMARY SCHOOL

Devizes

LEA area: Wiltshire

Unique reference number: 132832

Headteacher: Mr David Sibun

Lead inspector: Robin Wonnacott

Dates of inspection: 13th - 17th October 2003

Inspection number: 257061

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:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	140
School address:	Brickley Lane Devizes
Postcode:	SN10 3BF
Telephone number:	01380 730538
Fax number:	01380 729342
Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Rugg
Date of previous inspection:	This is the school's first report.

CHARACTERISTICS OF THE SCHOOL

Nursteed Community Primary school was opened in September 2002. When the school opened, the 56 pupils on role came from 13 different primary schools. At the time of the inspection 140 pupils were attending the school. This makes it a small school compared with primary schools nationally. The school provides education for pupils between the ages of four and eleven. Pupils are taught in six classes. They come from families with a wide range of social and economic backgrounds. The percentage of pupils entitled to free school meals (8 per cent) is below the national average. The percentage of pupils with special needs (18 per cent), including those with statements of educational need, is broadly in line with the national average. Pupils have a range of special needs, the majority related to learning difficulties. The percentage of pupils with statements of special educational needs (1 per cent) is below the national average. The great majority of pupils are of white British heritage. The percentage of pupils whose home language is not English (3 per cent) is in line with the national average. When children join the school at four, their levels of attainment are varied, but overall they are typical of those found nationally for the age group.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	<i>Lead inspector</i>	Foundation Stage; Mathematics; Science; Information and Communication Technology; Physical Education.
14032	Marion Saunders	<i>Lay inspector</i>	Personal and social education and citizenship.
30457	David Evans	<i>Team inspector</i>	English; Art and Design; Design and Technology; Geography; History; Music; Religious Education.

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school that gives pupils a satisfactory quality of education. It has the capacity and determination to become much better. There is a very calm atmosphere throughout the school that is helping pupils to feel secure in their new surroundings, and helping them to learn. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

Strengths

- Pupils' standards in speaking and listening are high. They speak in a confident way.
- Teaching is good. Close to three-quarters of the teaching observed was good or better.
- The headteacher's leadership and management are very good.
- Pupils' behaviour is good. Teachers use consistent approaches to reward good behaviour.
- The care and welfare of pupils are good. Teachers know the pupils well.
- Pupils who have special educational needs are provided with good support.
- There is a very good range of clubs and activities for pupils to attend.

Weaknesses

- Standards in pupils' writing is low.
- Standards in information and communication technology are low.
- High attaining pupils are not always given challenging work.
- Work in the pupils' books is not well presented.

As this is the school's first inspection, no judgements can be made about its improvements since the last inspection.

STANDARDS ACHIEVED

Achievement overall is satisfactory, and the achievement of a minority is good.

As only seven pupils were involved in the 2002 tests for 11 year olds, no comparative data for this age group is contained in this summary. The results for seven year olds in the 2002 tests show that standards in reading, writing and mathematics are close to the national average. Children join the Reception Class with standards that are varied, but overall are typical for four year olds. When they leave the class, children have reached the goals in all six areas of experience expected for the end of the Reception Year. A small number are working at a higher level. The achievement of pupils in Years 1 and 2 is satisfactory. Evidence gathered during the inspection indicates that, by the age of seven, standards in reading and mathematics are typical of those found nationally. Standards in writing and information and communication technology are low, but in most other subjects are similar to those found nationally for the age group. Inspection evidence shows that the majority of Year 6 pupils are on track to reach the nationally expected standards in mathematics and science. However, standards vary in the different aspects of English; in reading they are in line with those seen in similar primary schools, but in writing they are lower. Standards in art and design are high, but standards in information and communication technology and design and technology are low. In all other subjects, standards are typical of those for the age group.

Pupils' attitudes to work are good, as is their behaviour. Pupils' moral and social development are also good. Pupils' spiritual development is satisfactory, but their cultural development is unsatisfactory.

Attendance levels in the school are satisfactory. Pupils were punctual, and lessons started on time. This added to the progress pupils made during lessons.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Overall, the quality of teaching is good. Teachers use good questioning techniques to help pupils develop their own responses to questions.

The teaching in all the lessons seen during the inspection was at least satisfactory. Teachers worked hard to make sure that in English, mathematics and science the experiences provided for pupils were stimulating and interesting. As a result, pupils are keen to learn and have positive attitudes to work. Teaching is carefully structured and pupils are clear about what they are expected to learn. However, in information and communication technology teachers are not sure about the way computers can be used to improve learning. Their lack of confidence means that pupils are not given regular access to the well resourced computer area; this contributes to the low standards in information and communication technology. Although teachers have started to use assessment information to plan learning, it is not always used to challenge the progress made by the highest attaining pupils in the class. All the subjects of the National Curriculum are taught, including religious education. However, not enough time is given to the teaching of design and technology; as a result, the progress made by pupils is slow. All the adults in the school know pupils extremely well, and the level of care given is very high. In a short period of time the school has established good relationships with parents.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good; that of the headteacher is very good. The work of the governors is satisfactory.

The headteacher has a very clear vision for the school, which is shared by staff and governors. The needs of children are at the heart of this vision, and governors, headteacher and staff have given themselves a sensible time-scale for the fulfilment of that vision. The increased number of staff means that the range of subject knowledge available to the school has increased. The impact of this is being well managed. Teachers who are responsible for different aspects of the school's work are clear about the way that their aspect can be developed. Staff are committed to see the necessary improvements. Many of the school governors are new to their responsibilities. As a group, they have a good grasp of the school's strengths and weaknesses. They are totally supportive of the school and very keen to develop their understanding of their roles.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school. They consider that the staff have worked very hard to create a school where children are happy and keen to learn. Teachers are seen as very approachable and prepared to discuss children's progress. The pupils also feel that the school is helping them to learn. They think that they have to work hard, but feel happy and secure in their new environment.

IMPROVEMENTS NEEDED

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

- Raise the standard of continuous writing by giving pupils more structured and varied opportunities to write.
- Raise pupils' standards in computer skills, and ensure that the high quality computer suite is used more effectively, by developing a teaching and learning programme that helps pupils use the full potential of computers in all subjects.
- Work given to higher attaining pupils needs to be more challenging, and more account taken of pupils' past learning.
- Make pupils aware of the need to always present their work neatly, encouraging them to take pride in all aspects of the presentation of their work.

The school meets all the necessary statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Overall, standards achieved by pupils are typical of those found in primary schools nationally. Standards in art and design are high. Standards in pupils' writing and information and communication technology (ICT) are low. Pupils do not take enough pride in presenting their work. Higher attaining pupils are not always sufficiently challenged in lessons. Pupils with special educational needs (SEN) are well supported, and achieve well.

Main strengths and weaknesses:

Strengths

- Pupils produce a good range of high quality work in art.
- Pupils who have been identified as having SEN make good progress in their learning.

Weaknesses

- The standard of pupils' writing is low. They are not given enough varied opportunities to develop their writing skills.
- Pupils are not reaching the expected standard in ICT. Not enough teaching time is given to the subject.
- Work in the pupils' books is often untidy. They do not take enough pride in what they do.

Commentary

1. As this is a new school, an insufficient amount of data is available to compare the school's results in national tests, over a period of time, with those of other schools. Only seven pupils were involved in the national assessments for 11 year olds: too small a number to justify quoting the data. Analysis of the 2002 test results for seven year olds shows that standards in reading and mathematics were close to the national average; the results in writing were low. The school has recognised this weakness; developing pupils' writing is an important aspect of its improvement plan.
2. The evidence indicates that children in the Reception Year are on track to attain the nationally expected goals in the following areas:
 - * Personal, social and emotional development.
 - * Communication, language and literacy.
 - * Mathematical development.
 - * Physical development.

Children's development is less secure in the following areas:

- * Knowledge and understanding of the world.
- * Creative development.

3. Inspection evidence indicates that in Year 2 the majority of pupils are on track to attain the nationally expected standard (Level 2), in reading and mathematics. However, standards in writing are not secure, and fewer pupils are working at the expected level. In art and design technology pupils are attaining higher than the standards typically seen nationally for seven year olds. In ICT, however, pupils are working below the standard for this age group. The majority of pupils in Year 2 are showing satisfactory levels of achievement in most subjects, but pupils capable of higher attainment would achieve more if the work given to them was more challenging. Pupils with SEN achieve well.

4. Inspection evidence indicates that the majority of pupils in Year 6 are on track to attain the nationally expected standards (Level 4) in mathematics and science. Attainment in English varies across different aspects of the subject. Standards in speaking, listening and reading of all pupils are at least in line with those found in similar schools, and those of many pupils, particularly in speaking and listening, are high. On the other hand, writing skills are low. Standards in art and design are high, but standards in ICT are low. In the majority of other subjects, standards are similar to those found nationally for this age group. The levels of achievement in Years 3 to 6 are satisfactory overall, but the achievement of a small number of higher attaining pupils is often unsatisfactory. The work given to this group does not build on their past learning, and it lacks challenge. The achievement of pupils with SEN, including those with little or no English, is good. Teachers make good use of the plans that have been written to support this group.

5. Pupils do not take enough pride in the presentation of their work. It is often untidy, and difficult to see how the marking of previous work could be used as a guide to new learning. However, there are examples of pupils' work on display that show good standards of presentation. They should be used to influence the overall standard of presentation in books.

6. The headteacher and co-ordinators have already identified the weaknesses in standards identified by the inspection visit. They have started to draw up plans to tackle the weaknesses, and raise the standard of pupils' work

The positive effect of the school's ethos can be seen in the good attitudes and good behaviour of pupils throughout the school. Attendance levels, and the overall provision for pupils' personal development, are satisfactory.

Main strengths and weaknesses:

Strengths

- The school expects pupils to behave well, and they respond positively.
- The school deals very effectively with bullying and harassment when it occurs.

Weakness

- Pupils do not have enough opportunities to explore the cultural traditions of others, or their place in a multi-cultural society.

Commentary

7. Pupils are interested in their lessons and respond well if given the opportunity to work independently. They settle quickly to their tasks and work quietly and diligently. In lessons, at playtime and whilst moving around the school, their behaviour is good. Pupils understand the school rules and respond well to the systems of rewards and sanctions. In discussion, pupils are keen to talk about how happy they are at school. Older pupils make favourable comments when comparing this school with previous schools. Many pupils participate in the wide range of clubs and activities that are arranged.

8. When asked, pupils believe that behaviour in school has improved and that they are treated fairly. Pupils' relationships with others are good. The school has worked hard and effectively to promote pupils' self esteem. Pupils welcome and support new entrants to the school, including those who are learning English.

9. The school has been very successful in helping pupils distinguish right from wrong. This commitment pervades all aspects of school life, including both learning and behaviour. It is evident

in all classes, where teachers use very effective questions to help pupils understand for themselves why something is right or wrong.

10. A very enthusiastic and successful school council has been formed, which includes pupils from each year group from the Reception Class to Year 6. It has achieved a change in the way the playground is used at lunchtimes, and has suggested a system of 'playground buddies', to befriend any pupil who may not have someone to play with.

11. In the Reception Class, pupils are beginning to understand the day-to-day school routines. In five weeks they have learnt what is expected of them, and they have made a good start in appreciating how they should behave.

12. The school is at an early stage of helping pupils to appreciate their own cultural traditions, and those of others. Many pupils lack any awareness of the multi-cultural composition of areas outside Devizes.

Attendance

13. The school works hard to promote attendance and has very clear procedures for authorising absence. The majority of parents comply with these. At the start of the day, and throughout, lessons start on time.

Attendance in the latest complete reporting year (%) 94%

Authorised absence	
School data	5%
National data	5.4%

Unauthorised absence	
School data	0.5%
National data	0.5%

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll
1

Number of fixed period exclusions	Number of permanent exclusions
1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching in the school is good. In just under three-quarters of the lessons teaching was good or very good. No unsatisfactory teaching was observed. Pupils make good progress in their learning in lessons. Teachers make satisfactory use of assessment data in English, mathematics and science, but this aspect of teachers' work is not well developed in other subjects.

Strengths

- Lessons are well planned with a good clear structure.
- Teachers use very effective techniques when they question pupils.
- Lessons are conducted at a good pace.
- Resources are used to good effect, and this helps to make pupils enthusiastic to learn.
- Teaching assistants, and volunteer helpers, are well used to support pupils' learning.
- The school's behaviour policy is used in a consistent way. A calm atmosphere exists in all classes.

Weaknesses

- The work given to the highest attaining pupils is not always challenging.
- The pace of teaching in lessons, that were otherwise satisfactory, was often too slow.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (12%)	21 (59%)	10 (29%)	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 when 30 or more lessons are seen

Commentary

14. Lessons have a clear structure. Pupils know what they are expected to learn, and they get on with the tasks set in a quiet and purposeful atmosphere. Good use is made of the last part of lessons, so that the teacher can check that pupils have learnt what was planned. Pupils look forward to this section of the lesson, and are delighted when they are asked to share their work with other children.

15. In the lessons which were judged to be very good, teachers used high quality questioning techniques to make sure that pupils had understood the work. The intonation in the teachers' voice added to this approach: *'Really! Are you sure that's right? Could you do that another way?'* For example, in a Year 6 science lesson where pupils were developing their knowledge of the way forces are used to build bridges, the teacher's questions made the pupils reflect on their answers. During the lesson there was clear progress in their understanding about the need to evaluate what forces were in play, before they designed a bridge that they will construct in design and technology lessons.

16. Teachers make very effective use of every-day materials to stimulate pupils' interest in learning. In a Year 1 lesson, where pupils were exploring different ways of *'making five'*, they used *'jammy dodgers'* and iced biscuits to fill plates for a giant's tea party. All the pupils were fully engrossed in the activity and made very good progress in discovering the different combinations of five.

17. Throughout the school, good use is made of teaching assistants (TAs), and other voluntary helpers. Teachers plan the lessons with the TAs who provide valuable support to pupils, particularly to those with SEN. In lessons, they sit alongside individual pupils and encourage them to attempt an answer. This approach ensures that pupils who may be reluctant to suggest answers are fully involved in the lessons.

18. In lessons where teaching was judged to be only satisfactory, a common weakness was that lessons did not have the necessary pace to excite and interest pupils. As a result, their learning was restricted. For example, in a Year 3 mathematics lesson, where pupils were discovering the pattern in multiplication tables, too much time was spent in going over work that the pupils already understood. Although the majority of the pupils improved their understanding of the way multiplication tables can be constructed, a small number of higher attaining pupils found the work too easy and they achieved very little during the session.

19. In the last 12 months the headteacher has seen all the staff teach at least once. He has acquired a detailed knowledge of the strengths and weaknesses of all the teachers. This information is being used to very good effect to ensure that all the teaching in the school matches the best. It is also being used to help plan staff training.

20. Staff are beginning to use the various types of assessment information to target their teaching towards the needs of different groups of pupils. At the time of the visit, this work was limited to English, mathematics and science, and not to other subjects. In discussion, Year 6 pupils could explain what their targets for learning were, but this approach is not well established throughout the school. In addition, the targets set for some of the brighter pupils are not ambitious enough.

THE CURRICULUM

All subjects of the National Curriculum are taught. Not enough time is given to teaching ICT. A very good range of clubs and activities is available. Accommodation is very good. Resources are broadly satisfactory.

Main strengths and weaknesses:

Strengths

- The school is very good at ensuring equality of access and opportunity for all pupils.
- The school provides a very good range of enrichment and extra-curricular activities.
- Accommodation is of a very good quality.

Weaknesses

- The allocation of time to different subjects is not well balanced. In particular, too little time is given to ICT.
- The quality of resources is uneven. Although some are broadly satisfactory, those in science, design and technology, history and geography, are poor.

Commentary

21. The school offers pupils a satisfactory range of learning opportunities. All the subjects of the National Curriculum are taught and statutory requirements are met in all subjects, including religious education and personal, social and health education (PSHE). A major priority for the school has been the development of the curriculum in English and mathematics. The national strategies for literacy and numeracy have been satisfactorily implemented. In science, the school has adapted its

programme from a number of recommended schemes of work. It has done the same with other subjects, and a long-term curriculum overview is ongoing. However, curriculum planning is not yet sufficiently refined to ensure that all groups of pupils make maximum progress in their learning. Not enough time is given to teaching ICT and design and technology. As a result, the progress made by pupils in these subjects is slow. The curriculum is not yet reviewed regularly to take account of new developments and to improve the relevance and enjoyment for pupils.

22. All pupils have very good equality of access to the curriculum. The school aims to be a fully inclusive community, welcoming pupils with a very wide range of special needs. Teaching arrangements are flexible enough to take account of different needs. All staff are committed to ensuring that all pupils perform as well as they are able, including those with special educational needs. The teaching assistants are fully involved in the pupils' academic and personal development and provide effective and skilful support. Satisfactory provision for pupils' PSHE is in place, with the PSHE policy now in draft form.

23. Liaison between teachers in each year-group is satisfactory. There are well-developed links with pre-school groups and children settle happily into the Reception Class when they enter school. The challenging curriculum, and good provision for their social development, prepares them well for work in Year 1. Transition within the school from Year 2 to Year 3 is satisfactory. Preparations for the transition from the junior school to secondary education at the end of Year 6 are satisfactory.

24. One of the school's strengths is its provision of clubs and activities. This provision is well organised and ensures very good learning outside the school day. Drama, music, sporting, gardening and French clubs are available, and staff give generously of their time.

25. The school is well staffed with experienced teachers. The school is housed in a new building which provides very good, spacious, accommodation. Resources are broadly satisfactory, but there are some shortages in science, design and technology, history and geography.

CARE, GUIDANCE AND SUPPORT OF PUPILS

Provision for the care, welfare and health and safety of pupils is satisfactory. Support, advice and guidance given to pupils are good. The school is effective in seeking and implementing the views of pupils.

Main strengths and weaknesses:

Strengths

- Pupils know that there are adults in the school whom they can trust.
- The school is very successful at promoting healthy eating for pupils.
- Good induction arrangements for pupils joining the school in all year groups are firmly in place.
- The school has effective procedures for monitoring pupils' personal and academic development.

Weaknesses

- No major weaknesses were noted.

Commentary

26. The school has a draft child protection policy which meets statutory requirements. Staff have received a briefing on procedures for dealing with child protection issues in school, but there has not yet been any formal training on the identification of indicators. The school has a draft health and safety policy, and regular risk assessments are undertaken.

27. The school is very successfully promoting healthy eating through the provision of locally sourced school dinners, and the provision of healthy snacks at break-time. The school is also actively encouraging pupils to walk or cycle to school.

28. The school is designed to be fully accessible and has made good provision for pupils with medical needs. Pupils with SEN are well provided for, with frequent reviews of their individual learning plans. The co-ordinator for this aspect of the school's work is very well informed; the school's procedures take full account of the national code of practice.

29. Pupils are well known by their class teachers, which enables them to be provided with good support and guidance. Teachers make good use of records of pupils' academic and personal development. Pupils say that they have very good relationships with the adults in the school, and that there are teachers, and support staff, who they trust.

30. There are good induction arrangements for pupils new to the school. At the Reception stage an opportunity is given for parents and children to visit the school on a number of occasions. A very helpful induction booklet for parents and carers has been produced. Parents appreciate these arrangements. When pupils arrive during the school year, the headteacher is actively involved in their induction, and therefore has a good personal knowledge of all pupils in the school.

31. The school has made good progress in seeking and using pupils' views through the establishment of the school council. Pupils welcome this initiative and believe that their views are valued and acted upon.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has developed good links with parents and the community, and sound links with other schools.

Main strengths and weaknesses:

Strengths

- The school works well with parents and encourages them to be fully involved in their children's education.
- Information sent to parents is helpful and informative.
- The school has good links with community groups.

Weakness

- Curriculum links with the local high school are at an early stage of development.

Commentary

32. The school provides an informative prospectus to all parents, with an additional booklet for parents of children in the Reception Class. Annual reports to parents on pupils' progress are well written and provide details of what pupils have learnt, what they can do and targets for future improvement.

33. Parents' views are valued, and class teachers are available to speak with parents at the end of the school day. A number of parents help in school with a range of activities, and there is a growing parent teacher association. In most cases good use is made of the school homework book. Parents feel comfortable about approaching the school, and have easy access should they wish to express a concern. Many parents have taken a decision to transfer their child to the school, and they appear very happy with their decision.

34. The school has a community facility built as part of the school, and a good start has been made in making it available to the community. Currently, a wide range of community groups use the premises. The school is taking steps to try and involve the more immediate community in activities within the school.

35. Sound links are being established with local playgroups for children moving into the Reception Class, and the school is in partnership with the Devizes secondary school in their Sports College bid. Curriculum links with the high school are at an early stage of development.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management in the school are good. The headteacher leads and manages the school very well, and the work of the co-ordinators is satisfactory. The support given to the school by the governors is satisfactory.

Main strengths and weaknesses:

Strengths

- The headteacher has a clear vision for the school which is shared by all staff and governors.
- The headteacher's ability to motivate staff and pupils.
- The school's policy for the inclusion of all pupils.
- The management of, and provision for, pupils with SEN.

Weakness

- Subject co-ordinators have not been in post long enough to fully fulfil their roles.

Commentary

36. The headteacher has a very clear vision for the school. He has been able to develop a staff team that shares this vision, and this is having a positive impact on the work of the school. For example, there is a clear understanding that pupils should be treated with care and respect. This approach is apparent through the consistent way all staff relate in a caring way to pupils. The school has a very calm atmosphere. During the week of the visit no member of staff raised their voice to correct pupils. Challenging behaviour is dealt with in a supportive and positive way. Parents are very appreciative of the caring nature of the school.

37. Having established this positive ethos, the headteacher recognises that the staff must now move on to consider ways in which the standards attained by pupils can be raised. He has already analysed the 2002 test results for seven year olds, and understands that these must be used to predict individual pupil performance. All staff have been asked to predict the level of work that pupils in their class should attain. The headteacher has scrutinised these predictions, and views many of them as being too low. He has clear strategies that will help teachers rethink their predictions.

38. The headteacher is well respected by all those connected with the school. His quiet and positive approach to children underpins the school's work. The staff share the head's commitment to include all pupils in each aspect of the life of the school. As a result, pupils are engaged in all lessons. For example, pupils who are new to the school, and those who have very little English, are very well supported by teaching assistants. When individuals make a contribution to lessons staff and pupils show delight in the confidence gained by their new classmates.

39. Over the period of the last year, the headteacher has regularly observed all staff teach. He has a very good knowledge of the strengths and weaknesses of individual teachers and can explain how he intends to support and develop each member of staff. As a result, staff training is well focused on the school's needs.

40. Many of the subject co-ordinators are new to their roles. Within a very short period of time they have undertaken an analysis of the strengths and weaknesses in different subject areas. As the school has only been involved in one year of national tests, the co-ordinators have not been able to use test data to maximum effect. However, the co-ordinators for English, mathematics and science are aware of the need to analyse the information in depth, and then identify where there are particular gaps in pupils' learning.

41. The management of provision for pupils with SEN is very good. The special education needs co-ordinator (SENCO) has a detailed understanding of the national code of practice for this group of pupils. Information about each pupil is full and clearly shows why support is required. Learning plans for individuals are reviewed every half-term, and parents are invited to be involved in the process. The SENCO has developed good relationships with outside support agencies.

42. The school's finances are well managed by an efficient and effective school administration and finance officer. She produces regular reports for the headteacher, and she has a good understanding of the school's budget.

43. Many of the school governors are new to school governance. They have ensured that the school meets all its statutory duties. An efficient and effective committee structure has been established, and the recent addition of six new governors will help to make even more efficient use of the governors' time. The governors fully understand the strengths and weaknesses of the school. They are prepared to challenge the headteacher, but at the same time are fully supportive of the very good ethos he has established in a relatively short period of time.

44. When the school opened, the budget provided to buy books and equipment was limited. As a result, resources in some subjects are limited, and this is having a negative impact on teaching and learning. This is particularly true in geography, history and religious education.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£399,944.00
Total expenditure	£394,444.00
Expenditure per pupil	£2,690.00

Balances (£)	
Balance from previous year	£37,806.00
Balance carried forward to the next	£5,000.00

(Because this is a new school opened in September 2002, there is no complete financial statement for the year 2002 to 2003. The figures shown above indicate the probable pattern of expenditure fro the present financial year.)

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Personal, social and emotional development

Good provision is made for children's personal, social and emotional development. At the time of the inspection the four year olds had been in school for five weeks, and were already beginning to understand the routines of the class. The teacher and her assistant create many and varied opportunities to develop this aspect of the young children's learning.

Main strengths and weaknesses:

Strengths

- Children are beginning to understand class routines.
- Staff use consistent approaches when dealing with issues connected with behaviour.
- Children are given the chance to talk about their feelings.

Weakness

- Children do not always complete a task.

Commentary

45. Many of the children are on track to reach the goals set for pupils by the age of five. Relationships are developing well, and children are prepared to share resources. Although the children have only been in the class for five weeks, they are already showing that they have a good understanding of what is expected in school. For example, they line up quietly before going to assembly, and they know that they have to walk in a sensible way through the school. The staff in the Reception Class use consistent approaches when talking about the behaviour required. As a result, children are treated in a fair way and behaviour in the class is good.

46. Children play together co-operatively. At the time of the visit the staff had set up a café in one area of the classroom. The children used it enthusiastically and sensibly, and were able to have 'tea parties'. In so doing, they understood the importance of sharing.

Communication, language and literacy

Provision for this aspect of the children's development is good. Staff take every opportunity to help children use and develop language. Children speak clearly and the majority are able to sit and listen to the views of others. A small number are beginning to read simple words.

Main strengths and weaknesses:

Strength

- Many and varied opportunities are provided for children to develop language skills.
- A good range of resources are available, and these are used well.

Weakness

- None recorded.

Commentary

47. Staff use every opportunity to help children develop and explore language. For example, when children were working in the sand-tray making houses, both the teacher and the teaching assistant made sure that they spent time near the sand-tray, so that they could encourage children to talk about what they were doing. Both adults used good questioning techniques to develop the children's thinking. *'Why did you make it like that? Could you have used something else?'* The questions enabled children to think in a constructive way.

48. Stories are well used in the class. The story of 'Mrs Honey's Hat' was used to good effect to help children appreciate that a story can have a sequence, and that it is possible to make a prediction about what might happen next. All the children enjoyed adding items to Mrs Honey's hat, and they were excited when it was clear that the hat might fall off Mrs Honey's head. A small number of higher attaining children can recognise some simple words, and they are beginning to know the names and sounds made by letters. This group have made a good start at writing simple words.

Mathematical development

Provision for this aspect of the children's development is satisfactory. Staff make children aware of the way numbers operate. Many of the children can count up to ten, and a small number are well on the way to understanding what is involved when two numbers are added together.

Main strengths and weaknesses:

Strengths

- Good links made with other areas of learning.

Weakness

- Work given to the highest attaining pupils does not sufficiently challenge their understanding.

Commentary

49. Staff make good links with other aspects of the children's development. For example, in a session where children were talking about their journey to school, the teacher used the idea of a bus journey to good effect to help children understand the idea of a sequence of events.

50. Children can sing, clap, say and recognise numbers to 10. They can show how they use their fingers to help them to show numbers during whole class sessions. Most can order numbers to ten. All can recognise simple shapes such as triangle, circle and square.

51. Most children are on track to achieve the nationally expected standard by the end of the Foundation Stage. They make good progress in their lessons. Children's attitude to mathematics is good and they make good use of mathematical language which is modelled well by the teachers. However, there are a small number of children who have a higher than expected understanding of number, and they are not being sufficiently challenged in lessons.

Knowledge and understanding of the world

Provision for this aspect of the children's development is satisfactory. Teaching is satisfactory. Most children are on track to reach the nationally expected goal by age five years.

Main strengths and weaknesses:

No particular strengths and weaknesses were noted.

Commentary

52. Children are able to use the computer mouse to control images on the screen. They do this with confidence, and they can explain what they are doing. There is a small amount of evidence to show that children have used construction toys effectively. However, the range and variety of constructional toys is limited.

53. In a session where children were exploring their journey to school, they were able to identify things that they like and dislike about the journey. *'I don't like all the rubbish. There are some pretty flowers in a garden'*. However, the information was not used to maximum effect by the teacher, and the children did not have an opportunity to try to sequence the information.

Physical development

Provision in this area is good. Children achieve well and most are on track to attain the expected standard by the end of their Reception Year. There is a dedicated outdoor space to extend the opportunities for physical development, and times in the weekly programme when pupils have access to the school hall.

Main strengths and weaknesses:

Strengths

- A good level of resources is available.
- Regular opportunities are made available for pupils to use the well-equipped school hall.

Weaknesses:

- None were recorded.

Commentary

58. In physical education lessons, children move safely and with confidence, taking care not to bump into each other. They show good awareness of their own body movements, travelling round, over and through equipment. They use large body movements at these times, and also when doing the actions to the many songs which punctuate the day.

59. In a music session, children were keen to be involved in the singing, and the majority were able to act out the accompanying actions. In a dance session, they listened with care to different musical instruments, showing that they understood that one sound told them to stand still, and another told them to move slowly.

60. There is a safe and secure outside area that is well used by the children. They know that it is important that a small number of children use the space at any one time. When in the area, children are considerate of each other and are prepared to share the bicycles and other wheeled toys that are available.

Creative development

Provision for this aspect of the children's development is satisfactory. Children are on track to reach the expected national target for the age group. In the short time they have been in school, the majority have made limited progress.

Main strengths and weaknesses:

No particular strengths or weaknesses were noted.

Commentary

61. There is limited evidence to show what children have achieved in this area of their development. This is a direct result of the limited amount of time the children have been in school. Children have been involved in some painting and colour mixing, and the outcomes are satisfactory.

62. The teacher's plans for the year indicate how this aspect of the work will be included in the overall provision.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The school's provision for English is good overall, but opportunities for pupils to develop their writing skills need to be more varied.

Main strengths and weaknesses:

Strengths

- Teaching and learning are good and, as a result, standards are beginning to rise and pupils' achievement is improving.
- Pupils with SEN achieve very well because of the support they are given.
- Pupils' attitudes are generally very good, and they make good progress in lessons.

Weaknesses

- Pupils' writing skills need to be improved.
- Monitoring of teaching and learning are under-developed.

Commentary

63. By the end of Year 2 and Year 6 standards are average, and pupils across the school achieve satisfactorily. Standards in listening and speaking are above average throughout the school. Pupils are articulate, courteous and attentive in classes and in their discussions with visitors. Standards in reading are average overall, although some high-attaining pupils achieve well.

Attainment in writing is generally below average by the end of Years 2 and 6. The school has rightly concentrated on improving pupils' self-esteem and confidence in the key areas of listening, speaking and reading, but it recognises that standards in writing are an area for improvement.

64. The quality of teaching and learning are good overall. Although half of the staff have been appointed since Easter, there is a strong sense of teamwork developing, and a determination to improve standards of attainment in English. Teaching in all the lessons was judged to be good, and two lessons were very good. No unsatisfactory teaching was observed. A main strength is the way in which the teachers insist on high standards of behaviour and expect enthusiastic responses from the pupils. Teachers prepare stimulating and challenging tasks for their classes. For example, in Year 4 pupils were asked to examine current newspapers and to consider specific journalistic techniques. Pupils in Years 5 and 6 regularly undertake book reviews and record their responses to a variety of different texts. The development of reading, spelling and handwriting are carefully structured and taught throughout the school. Good question-and-answer sessions, paired discussions and presentations of their work by pupils, are well planned by teachers. They were the hallmarks of one very good lesson in Year 2. All adults show respect for pupils' contributions and views, and this further supports pupils' skills in speaking and listening. Unfortunately, presentation of work in the pupils' books is too often untidy. Marking does not consistently suggest guidance for improvement.

65. Pupils with SEN achieve well in English because careful account is taken of their needs. Good quality support is provided through close teamwork between the SENCO, the class teachers and TAs. All those concerned provide pupils with suitable tasks, they spend valuable time with them in small groups, ensuring that they clearly understand and can tackle what is expected of them.

66. The English co-ordinator, although only recently appointed, manages the subject well, and gives satisfactory leadership. She has a clear understanding of the subject's strengths, and of the areas that are in need of improvement. She is determined to raise standards throughout the school. She supports her colleagues well and has created a good team spirit. Curriculum planning is developing well in English, and resources are sufficient to teach the required programmes of study.

Language and literacy across the curriculum

67. The literacy strategy is being implemented satisfactorily. It is the school's intention to increase the use of literacy in other subjects across the curriculum. This was already evident in the history topics on the Tudors. The development of writing skills, and especially factual writing, is an area for further development. At present, the consistent use of ICT to support aspects of literacy is not well established.

MATHEMATICS

Overall, the provision in mathematics is satisfactory. In Years 2 and 6, pupils are on track to reach the expected standard for seven and eleven year olds. The teaching observed during the inspection was good. Resources for the subject are satisfactory.

Main strengths and weaknesses:

Strengths:

- Teachers make good use of the national guidance for teaching numeracy.
- Effective questioning by the teachers encourages pupils to think carefully about their answers.
- Teaching assistants (TAs) are used to very good effect to support pupils with SEN.
- There are some good links with other subjects that help pupils to understand how mathematics is useful in day-to-day situations.

Weaknesses:

- The work in mathematics does not always challenge the highest attaining pupils.
- The pace of lessons is often slow, so that pupils do not learn enough in the time available.
- The work in the pupils' books is frequently untidy.

Commentary

68. The national guidance for developing pupils' skills in numeracy is being used to good effect. As a result, the pupils have a growing understanding of the way numbers work. In Year 2, pupils are able to count in twos and tens, and they can predict what number will come next when they are given a pattern of numbers. In discussion, Year 6 pupils were able to explain how they could use different strategies to work out 49×7 . They explained that an easy method was to multiply by fifty and subtract seven. Their understanding of square numbers and prime numbers was also well developed. On the other hand, they had no grasp of percentages, and were not able to work out the cost of an item with 60 per cent discount.

69. In two of the lessons observed during the visit, teaching was judged to be very good. In both lessons the teachers' style of questioning encouraged pupils to think about their answers and to produce alternative solutions. In a lesson where the Year 5 and 6 pupils were coming to understand the difference between probability and chance, the teacher constantly asked pupils to reflect on their answers. *'Are you certain that you will have lunch today, or is it a good chance?'* When the pupils went on to explore the probability of reaching certain totals using three dice, they could explain that it was less likely that they would get a total of 18 than a total of 12; *'this would mean you have to get three sixes, but you could get 12 in lots of ways.'*

70. Where the teaching was satisfactory, the main weakness was the slow pace. For example, when Year 3 pupils were working out the pattern in their two and five times table, they were given so much time to complete the task that a small number became restless and lost interest. When asked, a small number of the higher attaining pupils were very clear about the way patterns operate in number tables. Unfortunately, their achievement during the lesson was limited.

71. Work in pupils' books is not always presented neatly. This means that pupils cannot recall what the previous work was about. Although teachers mark the books regularly, the style of marking is inconsistent. Too often it is just ticks, with very few instances of marking which would help the pupil understand how she or he could improve their work. Mathematics is being used to

support learning in other subjects. In Years 5 and 6, pupils have used measuring skills in design and technology, so that the drawings relating to their work on bridges have a scale. In Year 4, pupils have used different types of graphs in their science work to record the effect of forces on different elastic materials.

72. Pupils with SEN are well supported in mathematics lessons by TA. They sit alongside pupils and encourage them to attempt answers. When the pupils do have the confidence to suggest an answer, other pupils in the class are quick to praise them and show their delight.

73. The co-ordinator for mathematics has been in the school for five weeks. In this short time she has made a satisfactory start at identifying areas of strength and areas that need development. She has had the opportunity to see one member of staff teach, and plans to develop this aspect of her work over the coming term.

SCIENCE

The provision for science is satisfactory. In Years 2 and 6, pupils are on track to reach the expected standard for seven and eleven year olds. The teaching observed during the inspection was good. Resources for the subject are satisfactory.

Main strengths and weaknesses:

Strengths

- Teachers use of questions is effective because it encourages pupils to think carefully and logically about their answers.
- Teaching assistants are used to very good effect to support pupils with SEN.
- Pupils enjoy their science lessons, and behave well.

Weaknesses

- The work does not always challenge the highest attaining pupils.
- Teachers are not making enough use of assessment information when planning their lessons.
- The work in the pupils' books is often untidy.

Commentary

74. As many of the pupils have only been in the school for a short period of time, the work in their books does not provide a true picture of their levels of attainment. In discussions, pupils were able to show that they had a far better understanding of scientific ideas than the work in their books indicated. For example, Year 3 pupils could name the main parts of their body and could point to their heart. They have a good understanding of the way forces operate. They made models of people using pipe-cleaners, and showed when they were using a pushing, pulling or twisting force. Overall, Year 6 pupils are secure in many aspects of their science work. They have a good understanding of the importance of plant life to food chains; they could explain how evaporation can be used to separate solids from liquids. However, they are less sure about the way light travels, and they are confused about the direction in which light rays travel. Year 6 pupils have a secure understanding of the way to construct a scientific investigation, being clear that variables need to be controlled.

75. Five science lessons were observed during the inspection. Teaching was good in three and satisfactory in the other two. Common to the good teaching was the way teachers used questions to help pupils develop their ideas. For example, when Year 4 and 5 pupils were designing an experiment to compare the degree of elasticity of rubber bands, the teacher asked probing questions to make sure that pupils understood the need to make all measurements from the same point. *'Does it matter if we measure from the front of the car or the back? What is the important thing about measuring? Must we always start our measurements from zero?'* The reflective style of the questions made pupils challenge each other, and question the different ideas that were being suggested. By the end of the session key ideas about measurement had been established.

76. In a lessons where the teaching was only satisfactory, there was a lack of pace, and pupils were less enthusiastic about the work. In a Year 3 lesson, where pupils were developing their understanding of the way joints operate, the teacher spent too much time explaining what the pupils were going to do. As a result, some pupils started to fidget and lost interest in the activity.

77. Pupils with SEN are well supported in lessons by TAs. They are fully involved in the planning of lessons, and they are able to use their own initiative to help pupils who may be having difficulties. As a result, this group of pupils show good levels of achievement. On the other hand, pupils who are high attainers in science are not always sufficiently challenged by the work. Teachers do not make enough use of the assessment data available; the activities provided for the high attaining pupils does not always build on what they already know.

78. The subject leader has been in post for one term. He has carried out a detailed analysis of strengths and weakness in the school's provision for science. He has a good understanding of what needs to be done to improve standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is unsatisfactory. Although two lessons were observed where teaching was satisfactory, other evidence indicates that, over a longer period of time, ICT is not being taught to all classes on a regular basis. This approach is limiting pupils' achievement and progress. The school has a very good range of resources, particularly computers. However, they are not being used effectively to develop pupils' skills.

Main strengths and weaknesses:

Strengths

- Resources are very good.
- The subject leader knows what is required in order to develop the ICT programme.

Weaknesses

- Standards attained by pupils in ICT are low.
- Some staff lack confidence in using computer technology.
- There is no structured teaching and learning programme for ICT.
- The computer suite is not used to maximum effect.

Commentary

79. Although the youngest pupils in the school are able to use the computer mouse to control items on the screen, there is no detailed teaching and learning programme that helps teachers understand how ICT skills can be developed as pupils move through the school. As a result, the majority of pupils in Year 6 have not reached the standards usually seen for pupils aged 11 years. However, a small number of pupils do have a good understanding of the ways in which the computer can enhance their work. For example, during the visit a small group of Year 6 pupils used the computers to work on a school newspaper. They were able to decide which computer program was most suitable for the task, and they could explain why they were changing text as part of their work on editing.

80. There is limited evidence to show how computer technology is being used to support work in other subjects. In science, pupils in Year 6 have used CD-ROMs to find information about the way bridges are constructed, and pupils could explain how they went about the task. In Years 3 and 4 pupils have used the computer to enhance their art and design work by creating simple patterns. In Year 2 pupils used a word processing program to present their written work in science. Nevertheless, these are isolated examples, and there is no well-developed scheme to show how ICT can be used to support other subjects, including music.

81. All classrooms have a computer. These were used in a number of lessons to support learning for pupils with SEN. Where the program was chosen well, there was clear evidence that pupils' learning was enhanced.

82. During the visit, the well-equipped computer suite was only used occasionally. The teachers have varying levels of confidence with technology, and this is having a negative impact on the opportunities they provide for the pupils in their class.

83. The ICT co-ordinator is new to the post. She has a clear understanding of the way the subjects needs to be developed throughout the school. She recognises the need to give teachers the necessary training, so that they use ICT in a more consistent way.

HUMANITIES

Geography, history and religious education

84. Geography, history and religious education were not a focus of the inspection. However, scrutiny of pupils' work, and teachers' planning were sampled to determine standards. In addition, discussions were held with staff and pupils, and some lessons were observed.

History

Provision for history is satisfactory.

Main strengths and weaknesses:

Strengths

- The achievement of pupils is satisfactory and their standards are average by the end of Years 2 and 6.

Weakness

- Resources are poor in history.

Commentary:

85. Although no lessons were observed in history, inspection evidence indicates that standards are typical of those found in primary school nationally, and achievement is satisfactory overall.

86. The work in books shows that pupils in Year 2 are studying famous people, concentrating in particular on the life and times of Florence Nightingale. In Year 4, pupils are developing a satisfactory understanding of Tudor times. They can talk about the similarities and differences between the lives of rich and poor people. Satisfactory links have been developed with subjects such as literacy and art. Some classes are not studying history in this half-term, and it was not possible to assess their current work.

87. Although the co-ordinator for history was only appointed to the school three weeks ago, she already has a secure grasp of strengths and weaknesses in this subject area, and has drawn up a satisfactory action plan. There is no monitoring of teaching and learning in history. Assessment procedures are rudimentary. The use of ICT is not well developed in history. Resources are currently poor.

Geography

The provision for geography is satisfactory.

Main strengths and weaknesses:

Strength

- Standards are average by the end of Years 2 and 6, and pupils' achievements overall are satisfactory.

Weakness

- Resources are unsatisfactory.

Commentary:

88. The limited evidence gathered during the inspection indicates that overall standards are average. However, some low attaining pupils in Years 5 and 6 display considerable confusion in their books. When asked to locate Britain on a specific continent, some thought Britain was in Wiltshire

while others placed the British Isles in North America. In discussions, however, pupils in Years 5 and 6 exhibited a sound understanding of geographical knowledge and skills.

89. Only one geography lesson was observed during the inspection, and teaching was of a satisfactory standard. Pupils' work and classroom displays indicate that pupils in Year 2 are studying island homes and focusing their project on the Isle of Struay. There is also a very attractive travel agent's corner in the Year 2 classroom with stimulating travel brochures to further enhance the pupils' learning environment. In Year 3, as part of their work on weather patterns, pupils are encouraged to study the climates of countries which are currently involved in the Rugby World Cup competition. A stimulating display of countries' national flags and emblems adorns the Year 3 classroom. Older pupils in Years 5 and 6 are comparing ways of life in the third world with their own localities.

90. The subject co-ordinator was only appointed to her post three weeks ago. She has already completed an action plan for the subject which shows a realistic and satisfactory appraisal of strengths and weaknesses in geography. Monitoring and assessment procedures are currently underdeveloped. The use of ICT is not well established in geography. Resources are currently poor.

Religious Education

The provision for religious education is satisfactory.

Main strengths and weaknesses:

Strengths

- Pupils reach the expectations of the local Agreed Syllabus by the end of Year 2 and 6.

Weaknesses

- There is limited recording of work to help pupils consolidate and later revise what they have done.
- The scheme of work is not sufficiently monitored to make sure that all teachers interpret the Agreed Syllabus in the most effective way.

Commentary

91. Inspection evidence shows that pupils reach the expectations of the locally Agreed Syllabus by the end of Year 2 and 6. By the end of Year 2, they recognise some religious symbols and identify some religious beliefs. They are starting to appreciate some aspects of what is of value and concern to others. A conversation with pupils of a range of abilities in Years 5 and 6 revealed that they had clearly discussed many aspects of Christianity, Islam and Judaism over their time in school, but that their recall of some of these was uncertain.

92. The lesson observed confirmed that discussion features prominently in teaching and learning, and that such an approach makes pupils think hard and reflect on important issues. The quality of learning would be much better if the very good oral lessons were supported by more effective recording. Information and communication technology (ICT) does not support learning satisfactorily. Assessment procedures are rudimentary.

93. There is no full-time co-ordinator to oversee developments in the subject. Systematic monitoring of teaching and learning has not taken place to ensure that all pupils have the challenges that best fit their needs.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education.

Art and design

The provision for art and design is good. There is evidence of high standards throughout the school.

Main strengths and weaknesses:

Strengths

- Standards are above average by the end of Year 2 and Year 6, and achievement is good.
- Teaching is good and promotes pupils' knowledge and understanding.
- Pupils' attitudes to learning are good.

Weaknesses

- Assessment is unsatisfactory.

Commentary

94. Standards are above average by the end of Years 2 and 6. Pupils achieve well throughout the school as a result of the good, stimulating, teaching they receive. Displays of artwork around the school are of above average quality and show, for example, that pupils are encouraged to make good links with other subjects such as history and geography. Good examples of self-portraits in Year 1 are displayed, and of autumn landscapes in Year 2. In Year 4, there are striking drawings of scenes from Twelfth Night and of designs based on Tudor patterns. In the Year 5 and 6 classes, pupils have based their studies on the work of twentieth-century expressionist artists, and the work is of a high quality.

95. Lessons, and a scrutiny of work and displays, reveal that teaching and learning in art and design are good throughout the school. Pupils clearly enjoy their lessons and talk enthusiastically about their various class projects. Discussions with pupils in Years 5 and 6 reveal that they have a good knowledge and understanding of European artists, but their appreciation of art from other cultures is somewhat limited. The subject makes a good contribution to pupils' personal development.

96. The subject does not yet have a full-time co-ordinator. Monitoring of teaching and learning is underdeveloped, and assessment procedures are rudimentary. Information and communication technology is not yet used well enough in art and design.

Design and technology

The provision for design and technology is unsatisfactory. Not enough time is given to teaching the subject.

Main strengths and weaknesses:

Strengths

- No strengths were apparent.

Weaknesses

- Standards are below average by the end of Year 2 and Year 6, and pupils do not achieve satisfactorily.
- Assessment procedures are underdeveloped.

Commentary

97. Very little evidence was produced during the inspection to show that design and technology has been taught satisfactorily throughout the school. At present, not enough time is allocated to this subject to ensure that pupils make enough progress in their knowledge, understanding and skills. In discussions with pupils in Year 5 and 6, they could recall that they had designed homes to depict scenes from the blitz, and these were examined in the class. In one lesson observed, pupils in Years 5 and 6 were beginning to design bridges for a community in the third world. They displayed accurate numeracy skills as they produced their initial drawings for this long-term project.

98. In the lessons observed, teaching was satisfactory overall. The lessons were not always well paced and pupils were not challenged sufficiently to deepen their knowledge and skills in the subject. Assessment procedures are underdeveloped.

99. There is no full-time co-ordinator to oversee the improvements that are required in this subject. No monitoring of teaching and learning occurs to ensure that pupils make satisfactory progress. Information and communication technology is not used effectively to enhance pupils' learning in design and technology.

Music

Provision for music is satisfactory.

Main strengths and weaknesses:

Strengths

- Standards are average by the end of Years 2 and 6, and pupils achieve satisfactorily.
- Most pupils enjoy singing and want to improve their performance.

Weaknesses

- Assessment is unsatisfactory.

Commentary

100. Although it was only possible to see one lesson in music during the inspection, evidence from this, together with singing in assemblies, and from discussions with pupils, indicates that standards are average throughout the school. Most Year 3 pupils are clear about the difference between a beat and a rhythm, and they can provide brief descriptions of these. Attitudes and behaviour in the lesson seen, and in discussions during the inspection, were good and pupils were keen to improve their musical skills.

101. Overall, teaching and learning are satisfactory in music, and teachers are enthusiastic to stimulate pupils' interest in the subject. Pupils' good listening and speaking skills do help to focus their attention and improve their learning in music, and they ask pertinent questions of their teachers. Assessment is unsatisfactory in music. The use of information and communication technology (ICT) is also underdeveloped.

102. The co-ordinator, who was only very recently appointed to lead and manage the subject, has a satisfactory grasp of issues for development. She has already established an after-school club which is beginning to attract some interest among the pupils. Monitoring of teaching and learning is unsatisfactory at present.

Physical education

Provision is good. Standards in physical education are in line with those found nationally. Levels of achievement are satisfactory, and pupils make satisfactory progress in developing their skills in all aspects of physical development.

Main strengths and weaknesses:

Strengths

- Very good resources, including a large hall and extensive outside areas.
- Regular provision for swimming.
- Clubs and activities that extend pupils involvement in physical activities.

Weaknesses

- None were identified.

Commentary

103. The school provides pupils with a good range of opportunities to develop all aspects of their physical education. Two lessons were observed where pupils were involved in physical activities. Teaching was good in both lessons. Teachers pay due regard to pupils' health and safety. Pupils are dressed appropriately and change quickly so as not to waste any time. Lessons begin with a warm-up. Pupils were aware of the necessity for this and the effect of exercise on their bodies and of intensive work on their muscles. All lessons finished with an appropriate cool down which also allowed for pupils to reflect on their performance. During the lessons, pupils were encouraged to improve their skills, and teachers made good use of the work of pupils to illustrate how improvements could occur. In a Year 5 and 6 lessons, where pupils were developing netball skills, the work was well focussed and the lessons went at a brisk pace. There was clear evidence showing that pupils' skills had improved during the session.

104. The school has a large hall that is very well equipped with a range of physical education equipment. In addition, there are good outside areas and this provision is well used to develop physical skills. The school makes regular use of the local swimming pool, and pupils are attaining the expected standard in swimming.

105. All pupils are included in all aspects of the school's physical education programme. During lessons pupils who have particular SEN are well supported by TAs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Although the school does not have a clear programme for teaching this aspect of the pupils' development, all aspects are effectively covered in a range of subjects. The school's caring ethos provides the climate in which pupils can explore important personal issues.

Main strengths and weaknesses:

Strengths

- Issues relating to health are dealt with in a sensitive way.
- Pupils are encouraged to eat a healthy diet at lunchtime.
- The school council is providing a forum through which pupils can influence the school's work.

Commentary

106. The very positive relationships that exist between staff and pupils creates an atmosphere in which pupils are able to ask about sensitive issues such as those connected with sex education.

107. The school has a PSHE programme. At the time of the visit work on this aspect of pupils' development was embryonic. The headteacher and staff see the use of the programme as an important area for development during this school year.

108. The school's council is providing pupils with an early experience of citizenship. Council members take the responsibility very seriously, and they are proud of what they have achieved so far. They are clear about their immediate priorities for the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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