

INSPECTION REPORT

PENDRAGON PRIMARY SCHOOL

Papworth Everard, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110617

Headteacher: Miss C A Shaw

Lead inspector: Mr P B McAlpine

Dates of inspection: 2-4 February 2004

Inspection number: 257177

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:	4-11
Gender of pupils:	Mixed
Number on roll:	152
School address:	Varrier-Jones Drive Papworth Everard Cambridge Cambridgeshire
Postcode:	CB3 8XQ
Telephone number:	01480 830267
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Lewis
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

The school is relatively new and serves a rapidly expanding village community. The school is smaller than most but has increased in size by over 50 per cent since the previous inspection. Currently there are 152 pupils, organised into six classes, some containing pupils from two year groups. The backgrounds of the pupils are socially and economically mixed though relatively advantaged overall. Only a very small number of pupils, less than three per cent, are eligible for school meals and this is well below the national average. Eighty-six per cent of the pupils are from white British families. The rest are mainly from Indian and Philipino families. Currently six per cent of the pupils speak English as an additional language; this is above average. The proportion of pupils with special educational needs, 11 per cent, is below average; no pupil has a statement. Attainment on entry to the Reception year varies annually. It covers a relatively narrow range, with only a few pupils having very high or low attainment and most being typical for their age. However, pupil mobility is high because of local housing developments and this is bringing relatively able pupils into the older year groups.

The school is involved in a national leadership and management strategy to raise standards. It has gone through an unsettled period that saw the previous headteacher retire after a period of prolonged illness, an acting headteacher in post for one term, and nearly half the teaching staff replaced in a very short period. A new headteacher took over in January 2004 and had been in post four weeks at the time of the inspection. The school has the Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21552	Mr P B McAlpine	Lead inspector	English Information and communication technology Physical education English as an additional language Special educational needs
9505	Mr D Haynes	Lay inspector	
23453	Mrs C Cressey	Team inspector	Mathematics Geography History Religious education
14732	Mrs E Korn	Team inspector	Science Art and design Design and technology Music Foundation Stage

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PART A: SUMMARY OF THE REPORT

This smaller than average primary school in Papworth, near Cambridge, was inspected 2-4 February 2004. The inspection was led by Mr P B McAlpine.

OVERALL EVALUATION

This very effective school gives good value for money. The pupils achieve well in most of the core subjects, reflecting purposeful, motivating teaching. Standards in English and mathematics rise to well above average by Year 6. Pupils enjoy school and the general standard of behaviour is good. Although the school has been through a difficult period, current leadership is providing a firm steer to the educational direction of the school and plotting an appropriate course. Management is satisfactory.

The school's main strengths and weaknesses are:

- the achievement of pupils in reading, writing and mathematics is consistently good throughout the school and current standards in these subjects in Year 6 are high;
- the more able pupils are underachieving in science;
- standards in information and communication technology have improved since the previous inspection and are now average in Year 6 and above average at Year 2 but the breadth of pupils' knowledge, particularly in Year 6, is constrained by a lack of resources;
- the pupils have good attitudes to school and show considerable enterprise and willingness to take responsibility;
- the teaching is consistently effective, particularly in Years 1 to 6;
- the curriculum in the Foundation Stage lacks balance and insufficiently reflects national guidance.

Improvement since the previous inspection has been satisfactory but uneven. Standards in English and mathematics and the quality of teaching have improved significantly. Improvements in information and communication technology, physical education, and religious education have been satisfactory. All of the issues for improvement raised by that inspection have been tackled with reasonable success though leaving room for further improvement.

STANDARDS ACHIEVED

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

The standards achieved are good overall. There is some variation between subjects, with achievement being particularly good in English and mathematics but the more able pupils are underachieving in science. Current standards in Year 6 are well above average in English and mathematics and higher than in 2003. Pupils are doing particularly well in writing. Standards in English and mathematics have improved in Year 2 and are currently above average. Standards in science are broadly average in Year 2 and Year 6 but pupils have gaps in their knowledge because of inconsistencies in the implementation of the programme of study. Standards in information and communication technology have improved since the previous inspection and are now above average in Year 2 and average in Year 6; the pupils could do even better but their development is constrained by a lack of computer resources. In religious education, standards are above average. In the other subjects inspected, standards are average throughout except in physical education, where they are

marginally below average in Year 2. Standards in the Foundation Stage are average but development is constrained by a lack of balance between direct teaching and independent activity. The achievement of pupils with special educational needs is generally good. The achievement of pupils with English as an additional language is satisfactory. Throughout the school, pupils' attitudes to learning and their behaviour are good. Pupils' personal development, including spiritual, moral, social, and cultural development is good overall. Attendance is good.

QUALITY OF EDUCATION

The quality of education is good. Teaching is effective and better than the general picture nationally. Consistency is a major strength of the teaching and this is leading to all pupils learning at a relatively quick pace, particularly in the core subjects. The quality of teaching in Years 5 and 6 is especially good in English and mathematics and there is good, at times very good, teaching in these subjects throughout the school. All teachers are motivating the pupils' well and getting them to enjoy learning. The breadth of the curriculum is satisfactory. It is good in literacy and numeracy, where it is helped considerably by the effective implementation of the national strategies, but there are aspects for improvement in science and in information and communication technology caused by imbalances in time allocations and resources in these subjects. In science, the programme of study is not always taught in sufficient breadth and depth in every class. The curriculum in the Foundation Stage needs improvement. It lacks balance between teacher led and independent activities and is not wholly consistent with the nationally agreed curriculum for this age group. This reflects a legacy of ineffective management rather than the work of the newly appointed teacher for this important stage of education. The general quality of provision for pupils' care, welfare, health and safety is good throughout the school. The teachers are particularly good at involving pupils through seeking, valuing and acting on their views. Relationships between pupils and adults at the school are very good. The partnership with parents is good. Links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership is good. Management is satisfactory. The newly appointed headteacher has got off to a flying start. She has already united the school community and set a clear educational direction to its work and development. The ethos of the school is good. Morale is buoyant. The acting headteacher who preceded the present headteacher for one academic term established appropriate management systems and rapidly coordinated the work of other staff with management responsibility. The management team, together with the governing body, share a realistic and relevant picture of how well the school is doing and what it must do to improve. The work of the governing body is satisfactory. The relatively new chair of governors is providing good leadership, establishing appropriate working procedures, and ensuring that the school meets its statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views are positive in the main. Parents have expressed concern about the impact of the turbulent period experienced over the past two years, particularly the changes of teachers and the effect they believe this has had on pupils' progress. They recognise that circumstances have now improved and are giving enthusiastic support. Pupils think highly of the school.

IMPROVEMENTS NEEDED

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

- improve the achievement of pupils in science, especially the more able, by ensuring consistent curricular provision;
- increase the breadth of provision in information and communication technology by improving the resources and ensuring sufficient time for the subject;
- implement the nationally agreed curriculum for pupils in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of the pupils is **good overall**. Standards in the Foundation Stage are average. Standards in Years 1 and 2 are above average in English and mathematics and average in science. Standards in Years 3 to 6 rise to well above average in English and mathematics by Year 6 but remain average in science.

Main strengths and weaknesses

- Test results in 2003 were above average except in mathematics in Year 2. The pupils in Year 6 did particularly well in the 2003 tests when compared to their earlier attainment.
- Current standards in Year 6 are well above average in reading, writing and mathematics, reflecting highly effective teaching.
- Standards throughout the school are average in science but the more able pupils could do better.
- Standards in information and communication technology are above average in Years 1 and 2. They are average in Years 3 to 6, where pupils could achieve more.

Commentary

1. Test results improved in 2003 and the current pupils in both Year 2 and Year 6 are on course for even higher results in 2004, particularly in English and mathematics. In 2003, all of the pupils in Year 2 attained or exceeded the expected national level for their age. This was a good improvement compared to the previous two years which had seen a decline in results. Even though an improvement, the proportion of pupils exceeding national expectations was relatively small. This was particularly so in mathematics where the results in Year 2 were not as good as most other schools and were poor compared to schools with pupils from similar backgrounds. Because of the decline in results in 2001 and 2002, the five-year trend in performance in Year 2 has not been as good as the national five-year trend. Some caution is necessary when interpreting results in year groups that are small because the presence or absence of pupils with special educational needs or exception ability can have a disproportionate impact on results. This age group last year had few pupils with special educational needs but had experienced an unsettled period with changes of teachers.

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

Standards in:	School results	National results
reading	16.3 (15.1)	15.7 (15.8)
writing	15.4 (14.0)	14.6 (14.4)
mathematics	16.1 (15.6)	16.3 (16.5)

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

2. Test results in 2003 in Year 6 were a significant improvement compared to the previous year. Proportionally, more pupils attained the nationally expected level in English and mathematics than did so in the typical school and all pupils did so in science. The proportion of pupils exceeding the nationally expected level in English and mathematics was also better than the typical school and considerably higher than the proportions exceeding expectations in Year 2. This increase in the amount of high attainment is a reflection of the effective teaching but also of the impact of pupil mobility after the age of seven, which is bringing pupils that are more able

into the school. When compared to the Year 6 pupils' attainment when aged seven, the results show good progress in mathematics and science and very good progress in English. The 2003 results in Year 6 were broadly the same as the results of other schools with pupils from similar backgrounds.

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

Standards in:	School results	National results
English	28.1 (26.7)	26.8 (27.0)
Mathematics	27.9 (27.6)	26.8 (26.7)
Science	29.4 (27.3)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Current standards in Year 2 and Year 6 show continued improvement since a low point in 2002, reflecting the good achievement of pupils. In English and mathematics throughout Years 1 to 6, almost all pupils are working well in relation to their potential. Less able pupils are consistently supported and being helped to overcome learning difficulties. The most able are fully stretched by the teaching and highly motivated. Achievement in writing is particularly good, reflecting the recent efforts of teachers to raise standards in this aspect of English. In both Year 2 and Year 6, almost all pupils are already writing at the nationally expected level for their ages, with time for further improvement before the end of the school year. In science, the average and lower ability pupils are achieving in line with their potential, reflecting teaching that is pitched mainly at the middle ground. The higher ability pupils could do better in science, particularly in investigative and experimental science where the dominant teaching methods allow too little opportunity for pupils to devise their own experiments and learn from the success or failure of their hypotheses. Standards in information and communication technology have improved considerably since the last inspection but could improve further, particularly in Year 6. Pupils in Years 1 and 2 are achieving well in information and communication technology and standards in Year 2 are above average. Shortages of equipment and resources are preventing this good achievement continuing in Years 3 to 6, where pupils' knowledge of information and communication technology varies in breadth between aspects of the subject.
4. Standards in the Foundation Stage are average and the pupils' achievement is satisfactory, particularly in literacy and numeracy, but could be better in the other areas of learning. The teaching is satisfactory but the organisation of the curriculum is not fully consistent with the nationally agreed curriculum for this age group. This reflects a limited vision of good practice in the Foundation Stage inherited by the current teacher, who has not been in post long enough to bring about significant change. Currently, there is too much direct teaching and not enough opportunities for pupils to explore knowledge, extend experiences, and develop their learning skills through independent and collaborative activity.
5. There are slight variations in attainment between boys and girls but the differences are not statistically significant. The achievement of pupils with special educational needs is good. They are all making progress and those whose learning difficulties are minor rather than major are catching up with other pupils. Pupils with significant learning difficulties are making as much progress as they are capable of. Pupils with English as an additional language are achieving satisfactorily. The school is providing typical levels of support though improvements here have been relatively recent. Almost all of the pupils with English as an additional language have progressed beyond the earliest stages of acquiring English but still need some support. Some of them attain highly and achieve well but the majority need to improve their English before they can achieve to their potential.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are **good**. The pupils' personal development is **good**. The provision of spiritual, moral, social and cultural development is **effective**. Attendance is **good** and the parents' efforts to ensure good attendance are **good**. The systems in place to promote good attendance are **satisfactory**.

Main strengths and weaknesses

- The school sets high expectations for pupils' conduct and works effectively to achieve them.
- Pupils are interested in school life and in the range of activities provided.
- Attendance is above the national average.

Commentary

6. The school identified the need to improve behaviour and has acted swiftly and effectively. Last year three pupils were excluded and were dealt with appropriately. Very high expectations of behaviour are currently being established throughout the school and the pupils are responding well. Changes in lunch time routines are improving behaviour at midday and the school keeps careful note of any incidents. Behaviour is good throughout the school. No incidents of unacceptable behaviour were seen during the inspection and playtimes are friendly and safe, free from racial tension or harassment. Inspectors find that the concerns expressed before the inspection by a few pupils and parents in relation to inappropriate behaviour and bullying are no longer an issue.
7. Pupils' attitudes to school are good. They show a good interest in most activities provided. Relationships with others and with adults are good and pupils' self esteem is very good. In most lessons pupils are attentive and keen to learn. During the inspection the parents and pupils spoke of a harmonious, welcoming and friendly school.
8. Pupils' ability to take the initiative and to accept responsibilities is good. The school is increasingly providing opportunities for pupils to take responsibility and to listen to pupils' opinions. As part of this process all pupils were involved in establishing the school's classroom behaviour code. Older pupils are given increasing responsibility and they fulfil their duties well and very well at lunch times. Opportunities for pupils to take responsibility for their own learning are not well planned in all subjects, such as in practical science investigations. Children in the Foundation Stage have insufficient opportunity to take responsibility and select their own activities.
9. The spiritual dimension within the school is good and is developed well in assemblies and in subjects as diverse as art and design and mathematics. Pupils are encouraged to reflect upon their work and their experiences, to compose the prayer recited before lunch and at times to read the prayers in assemblies. Pupils have a very good understanding of how to live as part of a community. They are frequently caring and considerate and from a young age they recognise right from wrong. The school is a respectful community with teachers all modelling this attribute well and the pupils have a very good level of respect for the feelings and beliefs of others. The range of literature, artists and composers studied and work in history and geography contribute well to the pupils' good knowledge of their own and other cultural traditions. Children in the Foundation Stage satisfactorily achieve the nationally agreed goals for early learning for personal, social and emotional development.

Attendance

10. Attendance is higher than the national average. Pupils and parents are aware of the need for good attendance and action to promote good attendance is effective. Punctuality is good.

There are effective procedures to monitor and improve punctuality and this is not regarded as a serious problem by the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.1
National data	5.4	National data	0.4

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

Exclusions

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	132	4	0
White – any other White background	2	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – any other Asian background	9	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	2	0	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 and learning

The teaching is **good overall**. The teaching is very good in Years 3 to 6, good in Years 1 and 2, and satisfactory in the Foundation Stage. The use of assessment is satisfactory.

Main strengths and weaknesses

- The teaching in English and mathematics is consistently good throughout the school.
- The teaching in Years 3 to 6 is very good overall.
- The National Literacy and Numeracy Strategies are effectively implemented.
- Teaching in the Foundation Stage places insufficient emphasis on independent learning.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	11	9	0	0	0

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

11. All of the teaching is satisfactory or better, two-thirds is good or better, more than a quarter is high quality. The absence of unsatisfactory teaching and the relatively large amount of high quality teaching is better than the national picture. The overall quality of teaching has improved considerably since the previous inspection.
12. The pace of learning for almost all pupils is relatively quick in English and mathematics and is at least consistent with expectations in other subjects for most pupils. Learning in English and mathematics gets off to a satisfactory start in the Foundation Stage, begins to gain extra momentum in Years 1 and 2, is quick in years 3 and 4 and then accelerates rapidly in Years 5 and 6. The pace of learning in lessons is satisfactory in science but the length of lessons and the emphasis on independent investigations varies between classes and this is slowing learning for the most able. The pace of learning in information and communication technology is good in Years 1 and 2 but slows somewhat in Years 3 to 6 because there are insufficient computers to provide pupils with the practical experiences they need. Learning in physical education has improved since the previous inspection and is satisfactory. Learning is satisfactory in all other subjects inspected.
13. Almost all of the teaching in English and mathematics is good or better in quality and the pupils respond with enthusiasm and interest. The planning is effective. The National Literacy and Numeracy Strategies are effectively implemented. The good teaching in these subjects is leading to rapid learning, good progress over time and good achievement. The needs of pupils with different abilities and attainment are properly met in Years 1 and 2 and in Years 3 to 6, with particularly good challenge for the more able and effective support for those experiencing learning difficulties. The high quality teaching inspires the pupils to work particularly hard and leads to very rapid and worthwhile learning indeed. In a very good lesson in a class for Year 5 and Year 6 pupils, the pupils quickly learnt the key characteristics of discursive writing, particularly the need to place arguments for and against a proposal and then draw clear, unambiguous conclusions. The material was challenging but the pupils were inspired by the teaching and rose fully to the challenge.
14. Teaching in the Foundation Stage is satisfactory but does not place enough emphasis on children learning through independent activity. Direct teaching in the Foundation Stage, particularly for literacy and numeracy, is effective and children often make good progress in these aspects. However, the provision for children's personal, social and emotional development and to develop their knowledge and understanding of the world is insufficiently based on the nationally agreed curriculum. Too few opportunities are provided for children to choose activities, sustain interest when working independently, or to learn to work collaboratively.
15. Pupils with special educational needs and pupils who are experiencing temporary learning difficulties are well taught through withdrawal groups and generally well supported in classrooms. Teaching assistants have been well trained to use a range of nationally prepared programmes to help these pupils improve their basic skills in reading, writing and mathematics.

The curriculum

The curriculum for Years 1 to 6 is **satisfactory**. The curriculum for children in the Reception class is **unsatisfactory** overall, although there are strengths in literacy and numeracy. The provision for out of school activities is **satisfactory**. The accommodation and the use of resources, including the strategic deployment of staff, **are satisfactory**.

Main strengths and weaknesses

- The curriculum promotes personal and social skills well and this has a very positive effect on pupils' attitudes to learning.
- The provision for pupils with special educational needs is good, enabling pupils to achieve well.
- Planning in the Reception class does not take sufficient account of national guidance and as a result children do not learn as well as they could.
- Insufficient time is available for the teaching of science, resulting in standards not being as high as they could be.
- Accommodation is good but there are insufficient resources in information and communication technology which limits pupils' achievement.

Commentary

16. The school places considerable emphasis on promoting high quality personal and social skills. As a result, behaviour and attitudes have improved considerably since the last inspection and the majority of pupils are eager and successful learners. Arrangements for pupils' personal, health and sex education are good and are underpinned by the school's caring ethos and values. There are agreed policies for health, sex and drugs education and time is made available within lessons to develop these areas in ways which are appropriate for the ages and needs of the pupils'.
17. In general, the school is using nationally recommended schemes of work to plan the teaching and learning. All relevant subjects of the National Curriculum are taught but insufficient time is made available for the teaching of science. This limits opportunities for pupils to achieve as well as they could in this subject. Care is taken to ensure that the needs of pupils in mixed age classes are met and that there is continuity and progression in pupils' learning as they move through the school.
18. The curriculum is providing adequately for the needs of different groups of pupils. Additional literacy and numeracy support is provided for pupils who learn at a slower rate. This accelerates learning and enables the majority of pupils to reach the expected levels for their ages. There are satisfactory arrangements in place to provide extra support for pupils with English as an additional language. However, the school is aware that more needs to be done to support those pupils who are at the very early stages of learning English to enable them to achieve as well as they should.
19. The range of learning opportunities in the Reception class is too limiting. Children have few opportunities to choose activities for themselves and planning is not sufficiently well linked to the early learning goals. As a result, although the majority of children attain the nationally expected goals by the time they enter Year 1, they could do better.
20. There are a good range of clubs and sporting activities to enrich the statutory curriculum and enhance personal and social skills. Pupils value these opportunities and talk animatedly about their experiences and successes. For example, the recently introduced 'cross country running' club is very popular as pupils strive to show the same stamina as their coach (the headteacher) and improve their performance. All clubs are very well attended and staff, parents and the community give very generously of their time to extend pupils' interests and skills.
21. Visits to extend pupils' knowledge and understanding of what they are being taught in school are satisfactory. The school recognises this as an area to be developed and has recently appointed a coordinator for educational visits to develop a detailed programme to enrich and deepen pupils' knowledge and understanding.
22. The accommodation is good and the building is very well suited to the learning opportunities provided. The whole building is very well maintained to a high standard of cleanliness. Although

resources are satisfactory overall, there is room for improvement in the school's library provision and in the number of computers available to ensure that pupils achieve as well as they can. The teaching and support staff work well together for the benefit of the pupils and teaching assistants are effectively deployed to support pupils who learn at a slower rate.

Care, guidance and support

There is **good** provision for the care and welfare of pupils, and **very good** provision to seek the views of pupils. Support and guidance for pupils based on monitoring is **satisfactory**. Parents are very happy with the care and welfare the school provides for their children.

Main strengths and weaknesses

- Members of staff know children and families very well.
- There are trusting relationships between pupils and adults.
- Involvement of pupils in the life of the school is very good.
- Attention to detail is lacking in the health and safety procedures.

Commentary

23. Child protection procedures are very good and all teaching and non-teaching members of staff are aware of their responsibilities. A satisfactory level of supervision is available when pupils are at play and there is a selection of play equipment for use at lunchtime but this is not always used effectively as there is no guided or structured play activity.
24. Standards of maintenance and cleanliness are good. This instils high values in the pupils who show respect for property and resources. The school provides a safe and secure learning environment but some records and minutes concerning aspects of health and safety lack sufficient detail. Pupils are confident in approaching adults in the school. Teachers know their pupils and families well and provide a good level of personal support, involving parents where necessary. There is an effective and consistently applied reward system that encourages good achievement in all aspects of personal and academic development and behaviour.
25. Induction arrangements for pupils entering Reception are good and help to establish a good home-school relationship. There is a good range of opportunities for pupils to take on responsibilities for the day to day running of the school and the school council provides a very good opportunity to seek and act on pupils' views. School council decisions have contributed to the development of the school and some of the suggestions made have been implemented leading to improved playground facilities.

Partnership with parents, other schools and the community

There is a **good** and effective partnership with parents, other schools and colleges, and a **satisfactory** link with the community. The views of parents were positive in the parents' questionnaire and at the parents' meeting.

Main strengths and weaknesses

- Information for parents is good.
- There is an active parents, teachers and friends association.
- The effective open door policy and the good access to staff are liked by parents.
- The community links to aid learning are underdeveloped.

Commentary

26. Parents' responses to the inspection questionnaire show that they are happy about what the school has to offer and particularly appreciate that their children like school and that there is an expectation of hard work. An active parent-teacher association supports the school well by providing good social opportunities for parents and their children and by providing good financial support for learning resources.
27. Information for parents covers a full range. There is a regular weekly newsletter and each term a 'Link-Up' letter for each year group that covers what will be taught in the next term. Parents consider that relationships with the school are developing well and they now feel more involved in its life and work. Homework and reading diaries are used and are an effective means of communication. Parents are welcome in school and there is a good attendance at social events and parent evenings but fewer parents attend curriculum evenings. Procedures for pupils entering the Reception class are good; staff visit play groups and nurseries and parents are encouraged to discuss with staff any problems that may arise. There are good procedures in place to deal with the concerns of parents but they seldom have to be used.
28. The school has good links with other local schools and colleges and benefits from access to a computer technician via these links. Satisfactory arrangements for the transfer of pupils to the local village college are in place. Links with the local community include the church and support for the day centre but community links to improve learning opportunities are only just being developed.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good**. Management procedures are satisfactory. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- The newly appointed headteacher, building on the work of the acting headteacher before her, has united the school and is setting a clear educational direction for its work.
- The ethos of the school is good.
- Many of the current management systems and procedures are relatively new and only just beginning to have an impact.
- The leadership and management of the Foundation Stage lack clarity.

Commentary

29. The leadership of the headteacher is good. Her first actions on taking up her appointment, including teaching every class and conducting a performance review with each teacher, focused on establishing a clear picture of the performance of the school and its staff and what must be done to improve. In the short time since her appointment she has united the school, established effective collaborative working, and created an ethos of care and ambition. She is well supported by the deputy headteacher and the senior management team. The roles of middle and subject management were recently reviewed by the acting headteacher and have been rapidly improved though there is room for further improvement. In particular, the leadership and management of the Foundation Stage are currently unclear and this is why provision here lacks curricular balance. The development of subject management was supported by the local authority as part of a national primary leadership programme and the impact of this initiative has been good. Subject managers are properly involved in reviewing performance in their subjects and in identifying aspects for improvement. They are very knowledgeable about standards and well motivated to bring about improvement. They are

beginning to develop and communicate a clear vision of good practice in each subject though this aspect needs further improvement.

30. The business of the governing body is conducted properly and all relevant statutory requirements are met. The relatively new chair of governors is providing strong and appropriate leadership. Membership of the governing body has changed; most members are relatively new and inexperienced. The governing body takes its role seriously. New governors have attended various training opportunities provided by the local authority and have adopted procedures, such as visits to the school, that keep them adequately informed. Governors have a clear vision of the high performing school they wish to produce. They are properly holding the school to account for its actions, questioning the impact of developments, and monitoring value for money through the various committees they have established.
31. The good ethos of the school reflects the tone and tenor of leadership at all levels. There is a strong sense of purpose and motivation. The school is an orderly establishment that cares for its pupils and seeks to understand their views and involve them in school life. Leadership places a strong emphasis on achieving high standards, working hard, being fair to each other, and taking personal responsibility. The pupils respond by accepting the responsibility given and showing good levels of cooperation and support.
32. The previous acting headteacher began the process of establishing procedures for school self-evaluation and established priorities for immediate development. The action taken during the tenure of the acting headteacher, particularly the action to develop the roles of subject managers, was particularly effective and is partly responsible for the good team work among all those with management responsibility. Because of this action, the core subject managers have observed other teachers, sampled the pupils' work, and reviewed test and assessment information. From these activities, the subject managers know where the development priorities are and what they can do to bring about improvement. The newly appointed headteacher has continued the acting headteacher's work and has quickly completed an initial review of the school. This review was rigorous and enabled the new headteacher to establish a clear picture of how well the school is doing and what it must do to improve. The current school development planning procedures are appropriate, with satisfactory involvement of key members of staff and the governing body. The priorities for development are relevant to school needs.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	383,827	Balance from previous year	30,000
Total expenditure	393,630	Balance carried forward to the next	20,197
Expenditure per pupil (152 pupils)	2,590		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision in the Foundation Stage is **satisfactory**. Children join the school in the Reception Year of the Foundation Stage in September. Older children stay for a full day from when they start and younger children stay part time for the first half of the term. The seventeen children in the class now stay all day. Most children enter with around average standards and should achieve the Early Learning Goals by the time they leave the Reception Year and enter Year 1.
34. The quality of teaching is satisfactory, as it was during the last inspection. A major strength in the teaching is the good teamwork between the class teacher and the learning support assistant. The curriculum provided is unsatisfactory and has declined from good at the time of the previous inspection and now lacks balance. The philosophy of children learning through play as expressed within the national guidelines for the Foundation Stage curriculum is not sufficiently practised. The timetable is too tightly structured with too great an emphasis on adults directing and selecting activities. The children are given too few opportunities to learn through play. As a consequence, although children are achieving satisfactorily, they lack the opportunities to achieve well. The leadership within the Foundation Stage is unsatisfactory. There has been too little monitoring and guidance on how to plan and develop the provision. The accommodation is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Commentary

35. Standards are average. Children enter with around average standards and all should achieve the Early Learning Goals by the end of the Foundation Stage; this is typical of the majority of schools. Children show high levels of involvement in their activities and beginning to work well as part of a group. They have accepted the school's expectations of behaviour and turn-taking well and are quick and eager to start their learning. Mainly they independently dress and undress and manage their own hygiene. However, some children have potential to attain highly but are given too few opportunities to use their initiative and too little time to develop the skills of negotiating, joining with others as they work and standing up for their own rights when appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Most children enter with satisfactory standards. They should all achieve the Early Learning Goals by the end of the Foundation Stage and be well prepared for entry into Year 1.
- There are insufficient opportunities for children to use spoken language imaginatively and to organise and clarify their ideas.

Commentary

36. Standards are average overall. The spoken language of children varies considerably. Most are fluent, speaking clearly with confidence and control. A few children have restricted language structures that are below those expected for their age. The class teacher and the learning support assistant provide good models of language for all the children and ask them challenging questions to which children try hard to respond. However, there is insufficient planning to target the children who need to develop this area of learning. Children who are newly learning English are achieving satisfactorily but they would achieve better with some additional structured support. The provision for children with special educational needs is well structured. On the few occasions when adults provide opportunities for children to work collaboratively they explore ideas, using language to reflect upon and modify their work.
37. There are good opportunities to develop children's reading and writing skills. Each week the class teacher selects a well known children's story and every day different aspects of this are explored, sometimes using the outdoor area to enact it. Through good teaching, children are acquiring knowledge of a growing number of letter sounds and can identify these at the start and end of simple words. With help from the class teacher, the higher attaining children can detect two letter combinations of sounds in words as they write. All children are starting to recognise key words in their reading books and the majority of children are established on the school's reading scheme. The class teacher encourages the development of children's emergent writing and the high attaining children write clearly formed letters and simple sentences.

MATHEMATICAL DEVELOPMENT

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

Commentary

38. Children enter the Reception class with satisfactory understanding of number and should securely achieve the Early Learning Goals by the end of the Foundation Stage. The majority of children can already count securely to ten. The higher achievers perform simple addition sums to ten with objects and count to twenty and this is relatively advanced for their age. Counting skills, both forwards and backwards, are developed well by the class teacher through direct teaching and through action songs. All children are encouraged to recognise and extend simple repeating patterns and most can do this confidently. Those who cannot are given additional practice, using interesting activities to hold their attention and they have considerable support from the class teacher. Some children are starting to recognise simple flat shapes and there are some well planned opportunities for children to use positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for developing children's **knowledge and understanding** of the world is broadly satisfactory but could include more opportunities for children to choose activities out of interest and the learn through independent and collaborative play.

Main strengths and weaknesses

- Children have too little time to explore the range of opportunities provided.

Commentary

39. Standards are broadly average but some children could do better. There is a wide range of activities and materials provided to develop this area of learning but the time given for children to explore these is too short. Children show good learning in the time provided. They work with concentration and enjoyment as they build with a range of bricks, observing how they balance.

Outdoors, they explore the environment and observe objects that float. A good feature during one activity was children, with the guidance of the learning support assistant, laying the table for a wedding banquet as part of their learning about celebrations. This learning has also involved considering the wedding customs of many religions.

PHYSICAL DEVELOPMENT

40. The provision for children's **physical development** is satisfactory overall and most children are on course to attain the Early Learning Goals by the end of the school year. Standards are broadly average. Children's balancing skills and ability to control their body are satisfactory. Teaching during gymnastic sessions is satisfactory and children are encouraged in a calm and quiet manner but they could be extended further to develop specific skills as they practise. Children's ability to manipulate small objects is satisfactory for their age and they build with some precision.

CREATIVE DEVELOPMENT

41. This area of learning was not a focus of the inspection. Children show average standards in their imaginative development as they build homes and schools with various construction toys. The role play area is furnished as an office but children have little time to use this area in order to develop their imagination. Outdoors, children are provided with opportunities to develop the story of the week, using music instruments. At other times they have music and movement sessions. Children tentatively explored paint and printing as part of a pattern making activity and they have some opportunities to observe how colours mix.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**. Teaching is effective throughout Years 1 to 6 and is particularly high quality in Years 3 to 6. The standards achieved are very good.

Main strengths and weaknesses

- The pupils achieve well throughout the school.
- Standards are above average in Year 2 and well above average in Year 6.
- The teaching is very good overall.
- The provision to develop skills of speaking and listening has improved considerably since the previous inspection.

Commentary

42. Almost all pupils are working at levels consistent with their potential and none are underachieving compared to pupils of similar ability in other schools. Currently, about 90 per cent of the pupils in Year 6 are on course to attain or exceed the nationally expected level by the end of the school year and this is much better than the typical picture. Nearly half of the Year 6 pupils are likely to exceed the nationally expected level, with a considerable number already doing so; this, too, is much better than the national picture. Almost all pupils in Year 6 are independent readers, with many able to read material of adult difficulty. They have developed good skills in tackling unfamiliar words. Comprehension skills are particularly good. Almost all pupils are writing at the level expected nationally and a relatively large number are set to exceed expectations. The standard of writing is especially high compared to the typical school nationally and there is a very strong emphasis on frequent opportunities for independent writing. Effective teaching takes much of the credit for this positive picture but the high

numbers of pupils joining the school, caused by the housing boom in the locality, is bringing in a large proportion of more able pupils.

43. In Year 2, nearly all pupils are on course to attain or exceed national expectations. A small number of pupils have significant learning difficulties. They are making progress but are unlikely to attain the expected levels. The vast majority of pupils are well launched into reading and can organise and sustain their writing appropriately for their age. Just over a quarter of the pupils are already exceeding the level expected by the end of the school year, with a similar number not far behind.
44. Almost all pupils speak and listen with appropriate skill for their age. Very few pupils have speech and language difficulties and a significant number have well above expected skills for their age. The good improvement in the provision for speaking and listening reflects the impact of action taken since the previous inspection. There are now regular and effective opportunities for pupils to extend their skills throughout Years 1 to 6. During shared work, for example, teachers often encourage pupils to communicate their ideas and discuss answers with partners. Good use is made of role play and opportunities for collaborative work. Teachers are adept at promoting dialogue during lessons and on getting pupils to explain their thoughts and the methods used to reach particular answers.
45. All of the teaching is good or better in quality and nearly half is very good. This is much better than is usually found and is a significant improvement since the previous inspection. The methods recommended by the National Literacy Strategy are used effectively. Shared work is managed efficiently, with questions directed at specific pupils, clear explanations, and good use of resources such as individual white boards. Because of these, the pupils attention is retained, they are well motivated, learn quickly and work hard.
46. Good support is provided for pupils experiencing learning difficulties, including those with special educational needs. A range of nationally prepared programmes of work are used purposefully by the teaching assistants and these are helping pupils to acquire and improve basic literacy skills. The provision for pupils with English as an additional language is satisfactory. Most of the pupils with English as an additional language joined the school within the last 18 months. Support from the local authority has been received. Satisfactory assessments of their learning needs have been made and there is a good system in place for tracking progress. Teachers are aware of the needs of pupils with English as an additional language and regularly take time to promote vocabulary work and ensure that new ideas are understood.

Language and literacy across the curriculum

47. The use of language across the curriculum is satisfactory. Extended writing opportunities are provided in subjects where writing is relevant, such as science, history, geography and religious education. At present, these opportunities are not always linked to specific genres, such as biographical writing in history and travel brochures in geography and this sometimes limits the usefulness of these opportunities. Information and communication technology provides good opportunities to explore word processing and the presentation of ideas.

MATHEMATICS

Provision in mathematics **is very good.**

Main strengths and weaknesses

- Standards have improved since the last inspection and are above average in Year 2 and well above average in Year 6.
- Teaching and learning are consistently good, resulting in most pupils achieving well.
- Work is very well matched for the different ages and abilities within the class enabling pupils to work at an appropriate level.
- Assessment overall is good but marking could be better.
- Leadership and management are good, resulting in improved standards.

Commentary

48. Strong leadership and management and effective teaching have been responsible for improving the standards across the school. All the areas of weakness identified at the last inspection have been addressed well. The school's success in the 2003 test results with all Year 2 pupils attaining the expected Level 2 has been built on effectively during the current school year. Pupils make good progress in Years 1 and 2 and the majority of them achieve well, leading to an above average number of attaining the higher levels. The proportion of pupils' now attaining the higher levels has increased, resulting in standards being above those found typically. In Year 6, standards are well above average with almost all pupils attaining the expected levels and over half working at the higher levels. This is similar to the 2003 national tests. Pupils with special educational needs have clear targets and are given good support enabling them to participate fully in lessons and achieve well. Pupils who learn at a faster rate and those identified as being gifted and talented are provided with challenging work which accelerates their learning and results in very high standards for a significant number of pupils. Pupils with English as an additional language do particularly well in mathematics and reach similar standards to their peers. There is no significant difference between the achievement of boys and girls.
49. Standards are high due to consistently effective teaching. Of the six lessons seen three were good and three were very good. Very good teaching was seen in Years 1 and 2 and in Years 3 to 6. Teachers implement the National Numeracy Strategy well. They use a variety of methods to teach mathematical skills, including effective whole class mental sessions and probing question and answer sessions, which are used very well to assess the understanding of pupils and extend their thinking. Pupils' attainment is regularly assessed, recorded and evaluated to ensure pupils are making the progress they should and achieving as well as they can. Marking is not as effective as it could be and there are few comments to identify what pupils need to improve. Although targets are set for individual pupils, these are insufficiently shared with them so that they know what they need to do to move onto the next level.
50. In very good lessons relationships are excellent and promote a very positive dialogue between teachers and pupils. Lower attaining pupils' are confident in asking for additional help to clarify their learning, while higher attaining pupils earnestly enter into discussions with their teachers about which complex strategies are most appropriate to solve challenging problems. Clear explanations and good demonstration and reminders of mathematical strategies, such as 'use the biggest number first', contribute well to pupils' success. Teachers have high expectations of their pupils' behaviour and attainment resulting in a good working atmosphere in every classroom. As a result, pupils in Year 2 are becoming very competent mathematicians who can add and subtract numbers to 100 and estimate, measure and record the capacity of liquids using millilitres and litres with increasing accuracy. In Year 6, pupils use their knowledge of number very effectively, for example, as they calculate the size of angles in a triangle.
51. Teaching assistants are used particularly well across the school. They have a secure understanding of the subject and are skilled and sensitive in supporting pupils who learn at a slower rate. Their role in teaching 'booster lessons' to move pupils onto the next level is particularly effective and pupils respond with considerable enthusiasm and make rapid gains in their mathematical competencies.

52. The subject leader has a good grasp of the standards achieved and provides helpful guidance and challenge to her colleagues. There is a regular monitoring of work and use of data to set targets. Test results are carefully analysed and areas of improvement identified.

Mathematics across the curriculum

53. Pupils' have good opportunities to use, consolidate, and extend their mathematical skills in other subjects. For example, older pupils' worked out the percentages of people for and against a local by-pass

SCIENCE

The provision in science is **satisfactory**. Standards are average and achievement is satisfactory overall. Teaching is satisfactory.

Main strengths and weaknesses

- Pupils in Years 2 and 3 achieve well from a low start, due to good teaching.
- The more able pupils are underachieving due to some weak aspects within the provision.

Commentary

54. Pupils enter the Reception class with at least average standards but the majority underachieve in Year 1 and consequently enter Year 2 with low standards. Pupils receive good teaching in Year 2, particularly in relation to materials and their properties and in this aspect of their learning they are achieving well and attaining average standards. Pupils' books show that this good achievement is sustained in Year 3. However, by Year 6, there are significant gaps in the pupils' knowledge and understanding, particularly the more able pupils. In the school overall, too little time is provided for science and this is leading to the programme of study not being taught thoroughly or consistently to the required breadth and depth. There is no structured way of assessing and recording pupils' learning and the current predictions for attainment by the end of Year 6 are insufficiently based on regular, well informed assessment.
55. Although current standards in both Years 2 and 6 are average, they could be higher and the more able pupils are underachieving. All pupils in Year 6 are on course to attain or exceed the nationally expected level for their age, which is much better than most schools but the proportion likely to exceed expectations is small and this drags down the overall standard. There was no significant difference in the attainment of girls or boys.
56. In 2003, test results were above the national average in Year 6 but the statutory teacher assessments in Year 2 were well below average. In Year 6, all pupils attained or exceeded the nationally expected level. Although the number of pupils attaining the higher level was around the national average, it was not as high as in similar schools and this represents a degree of underachievement. In Year 2, 80 per cent of pupils attained the nationally expected level for seven year olds but none attained the higher level. This places the Year 2 teacher assessments in the lowest 25 per cent nationally. Standards in Year 6 have fluctuated over time. They were well below average in 2002 but the overall trend is one of improvement. Girls achieved slightly better than boys.
57. Because of timetable changes only two full lessons were seen. However, over one third of the pupils in Year 6 were interviewed in depth. There was also a thorough review of pupils' books and these show that the quality of provision varies. The teachers observed during the inspection have good questioning skills, helping, for example, their pupils to consider variables

either when observing materials or when planning an investigation. The pupils' work shows that teachers do not consistently match work to the higher ability levels within the class. As a consequence, the teaching of scientific enquiry skills is frequently over-structured and pupils' own ideas are not acted upon. In Years 4, 5 and 6, teachers regularly act as the scribe when planning investigations, collating and recording the suggestions of the class, which pupils then copy. As a consequence, many pupils are not able to expand their learning as much as they could and are not developing the skill of writing in this style. Pupils are also not practising their mathematical skills sufficiently by recording their results as graphs or by measuring liquids accurately. Teachers emphasise scientific vocabulary but discussions with the pupils show that they find this difficult to remember. Pupils' knowledge of their current learning in Year 6 is satisfactory and at times good but they do not accurately recall previous learning. In discussion, the more able pupils state that their work lacks challenge and interest. However the lower ability pupils find the practical work satisfying and they achieve well because they are not hampered by any limitations to literacy skills.

58. Leadership and management of the subject have not been as effective as they could be though this is now changing. The subject coordinator is about to introduce an assessment system, which the subject currently lacks. Resources are sufficient, but computers are not used enough as a resource to help pupils analyse their work and to record observations as graphs. There has been no monitoring of classroom practice. The curriculum for the younger pupils has started to be modified, following last year's low standards. A good development is the link with the secondary school. Overall, there has been insufficient improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. Achievement is satisfactory and standards are average in Year 6. Improvement since the previous inspection was initially slow but is now satisfactory.

Main strengths and weaknesses

- Standards in Years 1 and 2 are above average.
- Improvements, though satisfactory, have been restricted by resource limitations.

Commentary

59. The pupils' knowledge in Years 3 to 6 varies in breadth and depth between the different elements of the programme of study but is satisfactory overall. Keyboard skills are high and almost all pupils know about saving, retrieving and printing their work. The bulk of the pupils in Year 6 have good knowledge of word processing and of programs used to present information. They are beginning to learn about spreadsheets but have no previous experience of such applications, indicating gaps in the provision in previous years. Their knowledge of data bases and control technology is very limited, depending more on experiences at home than at school. Although standards are broadly average, the pupils could do better, particularly the more able, and there is underachievement.
60. All of the pupils in Years 1 and 2 are already working at the nationally expected level and this is better than the typical picture. They have appropriate knowledge of graphics and work processing programs and are quickly extending their knowledge of control technology. In a good lesson in Year 1, for example, the pupils quickly learned how to program the movements of a simulated turtle so that it moved and turned in specified directions. In a very good lesson in Year 2, the pupils extended this knowledge using a robotic toy, which they programmed to move across the hall.

61. The teaching is satisfactory with some good features. All teachers have been trained in the subject and the knowledge and expertise of members of staff is satisfactory. Good use is being made of efficient whole class methods to explain and demonstrate the use of specific programs. However, a lack of computers means that it is difficult for pupils to apply quickly what they learn from demonstrations before they forget, particularly in Years 5 and 6. Improvements in provision since the previous inspection were too slow until 2003. During the stewardship of the previous acting headteacher, the pace of improvement quickened with the purchase of several lap top computers and the acquisition of data projectors linked to computers. The recent improvements have been in place long enough for pupils in Years 1 and 2 to catch up with expectations but there has not been enough time for the oldest pupils, who have gaps in their knowledge because of weaknesses in previous years.

Information and communication technology across the curriculum

62. Computers are being used to support learning in other subjects, particularly English and mathematics. This use is satisfactory but could be extended.

HUMANITIES

63. Work was sampled in **history** and **geography** but no lessons were seen and these subjects were not a focus of the inspection. It is therefore not possible to form an overall judgement about provision in these subjects. The indication from pupils' work is that achievement is satisfactory and standards are broadly average by the end of Year 6.

Religious education

The provision for religious education is **good**. Pupils achieve well and standards are above the expectations of the locally agreed syllabus.

Strengths and weaknesses

- Standards have improved since the last inspection and are now above average.
- Teaching is good and pupils achieve well.

Commentary

64. Since the last inspection, the school has improved the provision for religious education. Most pupils, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well. Good teaching results in pupils showing interest and enthusiasm for their work. Their work shows that a systematic approach to the planning of the subject ensures that the pupils' knowledge and understanding of the Christian tradition and other major world faiths is developed well and deepened as they get older. Through their studies of the customs, symbols, festivals, holy books and places of worship of the major religions, the pupils are helped to develop a tolerance and deeper understanding of the many ways people express their faith. Effective teaching is helping pupils to understand how a persons' faith influences their actions and, through studies of the lives of people such as Mother Theresa and Martin Luther King, how such people have an impact on the world stage.
65. Imaginative teaching, using stories such as 'The Prodigal Son' and 'The Good Samaritan', helps pupils to develop deeper understanding of ideas such as compassion. Discussions and reflections make a very important contribution to pupils' spiritual, moral, social and cultural development. Leadership and management of religious education are good and have been

successful in raising standards since the last inspection. There is a scheme of work in place which gives teachers confidence in teaching the subject and is used to good effect.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. **Music** was not a focus for the inspection. In the one lesson seen the teaching was good. The timetable shows that music is taught throughout the school. In addition, singing is taught to all the pupils in a music assembly and, at these times, pupils are introduced to a range of composers and their work. Pupils thoroughly enjoy singing familiar hymns and they learn new ones quickly. Standards in singing and in music making are satisfactory throughout the school. In Year 2, pupils play a range of untuned musical instruments and most keep the rhythm well. By Year 6, pupils show satisfactory standards when composing music to express an idea, which they record, using symbols to create a score. These pupils work together very cooperatively and their attitudes have improved since the previous inspection. No instrumental instruction takes place. The subject makes a good contribution to pupils' spiritual, social and cultural development. Resources are satisfactory and include two new electronic keyboards, but there is a lack of tuned percussion instruments.
67. **Design and technology** was not a focus for the inspection. Work around the school shows that standards are satisfactory in Year 2 and that pupils are introduced to the full design process. Pupils use a range of tools including saws. Insufficient work was presented to judge standards by Year 6. In the small amount of work seen, the strength was the pupils' own evaluations of their work and the weakest aspect was the consideration of properties of the materials to be used. Pupils in Year 6 speak enthusiastically of their work.
68. In the one **art and design** lesson seen, in Years 3 and 4, the teaching was very good and this encouraged pupils to work with great care and imagination. Pupils have learned the art of colour mixing, which they do with considerable precision. Prior to this, pupils have designed and made clay masks. As part of the design process, they considered the emotions these would portray and why masks are used. Pupils keep sketch books that show skills of shading and colour mixing, have been developed well. Standards and achievement in these year groups are good. Pupils study the work of a range of artists and the subject makes a good contribution to pupils' spiritual, social and cultural development.

Physical education

Provision in physical education is **satisfactory**. Achievement is satisfactory and standards are broadly average. Improvement since the previous inspection has been satisfactory.

Commentary

69. Pupils are making satisfactory progress. Standards in Year 6 are broadly average but standards in Year 2 are marginally below average. The oldest pupils understand the language of movement and can combine and sequence a series of movements effectively. About 80 per cent demonstrate the accuracy and dexterity of movement consistent with national expectations, with about one in five exceeding expectations. In Year 2, levels of control and coordination vary considerably; about 75 per cent are consistent with expectations but this proportion is somewhat smaller than is typically found. Achievement throughout the school could be better. The teaching does not always work pupils hard enough to improve fitness and sometimes lessons are shorter than planned on the timetable because other lessons overrun.
70. The teaching is satisfactory. The teachers' control of behaviour is good and this aspect has improved considerably since the previous inspection. Teachers prepare well and include an appropriate range and progression of work in lessons. However, sometimes too much time is

spent listening to instructions and not enough time engaged in physical activity. This limits the time for pupils to practise and improve and is also reducing levels of personal fitness. The time allocated to the subject varies between classes and is being reduced by the time given to other subjects and when lessons overrun. Resources are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. This aspect of the curriculum was not a focus of the inspection. The range of provision is better than most schools and this is leading to pupils whose personal and social development and willingness to take responsibility is generally good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
Enrichment of the curriculum, including out-of-school activities	4
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	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).