

INSPECTION REPORT

ST ANNE'S CE AIDED PRIMARY SCHOOL

Rawtenstall

LEA area: Lancashire

Unique reference number: 119454

Headteacher: Mrs. C. Wilkinson

Lead inspector: Mr Brian Holmes

Dates of inspection: 12th – 14th January 2004

Inspection number: 257278

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	104
School address:	Ashworth Road Waterfoot,
Postcode:	Rossendale BB4 9JE
Telephone number:	(01706) 214 081
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. J Lord
Date of previous inspection:	18 ^h May 1998

CHARACTERISTICS OF THE SCHOOL

St. Anne's Aided Church of England Primary School is a smaller than average primary school situated in Waterfoot, a district of Rawtenstall in Lancashire. There are 99 pupils, aged three to 11, of which 49 are boys and 50 are girls. Most of the pupils live in the immediate locality in council housing. The percentage of pupils who are eligible for free school meals is above average. Overall the socio-economic status of the pupils is below what would be expected in most schools across the country, although the school serves a cross-section of people from different social backgrounds. There is a high level of pupil mobility. Not all children who attend the nursery continue on to enter the reception class, where their attainment on entry is below average in most areas of learning and well below average in communication, language and literacy.

The proportion of pupils with special educational needs (SEN) is above the national average. There are 27 pupils on the SEN register, with four having a statement of SEN. Most of these pupils have moderate learning needs with some experiencing social, emotional and behavioural difficulties and one pupil with speech/ communication problems.

The school has a clear Christian ethos, which is well supported by parents. The vast majority of pupils are from a Christian background, and there are no pupils whose mother tongue is not English, or who are from a different ethnic group. There are close links with the local parish church, and the school also works well with local schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15215	Brian Holmes	Lead inspector	English Information and communication technology (ICT) History Geography
19431	John Holmes	Lay inspector	
18998	Will Andrews	Team inspector	Mathematics Science Art and design Design and technology Special educational needs
30781	Wendy Richardson	Team inspector	The Foundation Stage Music Citizenship Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. Anne's is an improving school with several strengths. It is well regarded by pupils and their parents, and gives good value for money. There is very good leadership from the headteacher, a Christian ethos, which embraces the inclusion of all pupils, and a positive approach from all staff, including teaching assistants. All involved with the school are committed to helping each individual pupil achieve their best. A good quality of teaching and activities for pupils promotes learning and enables them to achieve well by the time they are 11. The accommodation places some limitations on teaching and learning but all involved work hard to overcome these barriers for the benefit of the pupils.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good and provides a good role model to other leaders and managers within the school.
- Standards of attainment are in line with national expectations by the age of 11, and pupils achieve well across the school from a below average point of entry.
- The quality of teaching and learning is good overall
- Pupils' attitudes to learning, their behaviour and values are good and the school supports them well in their development.
- There is a good quality of education, including enrichment of the curriculum, provision for pupils with special educational needs (SEN) and the inclusion of all pupils in activities. Provision for pupils' personal, social, health education and citizenship is a strength of the school.
- Pupils are very well cared for and their support and guidance is a strength of the school
- There is a good partnership with parents, the community and other schools.
- Higher attaining, and gifted, pupils are not always challenged as much as they might be by the activities they are set.
- There are not enough planned opportunities for children in the Foundation Stage to speak regularly
- There is not enough development of literacy or numeracy skills through different subjects.

Since the previous inspection, there has been a **satisfactory** improvement in the school's effectiveness. Standards of attainment have been maintained. The school responded appropriately to the issues identified then and has made satisfactory progress in each of the areas, notably provision for ICT and strategic planning through the school development plan. The quality of teaching pupils receive has improved, and there has been a good improvement in the provision for their care, guidance and welfare. The quality of leadership from the headteacher has also improved. Overall, there is a good capacity to build on achievements and improve further.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achieve well overall. In relation to the performance of pupils in other schools standards in national tests in 2003 were above average at 7 and below the average overall at 11. Inspection findings show that, compared to their own prior learning, pupils achieve satisfactorily in the infant classes and well in the junior classes. These findings are different from those in the 2003 tests

because of the different groups of pupils involved and the small numbers of pupils in each cohort in the school. In the 2003 Year 6 class, for example, there was a larger than normal proportion of pupils with special educational needs (SEN). In the reception class, most pupils achieve satisfactorily but most are not currently on target to attain the goals children are expected to reach by the end of the year. In Years 1 and 2, pupils make satisfactory progress and achieve standards in line with those expected in reading, mathematics and science, but below the level expected in writing because of the high proportion of pupils with SEN in the Year 2 group. In Years 3 to 6, pupils make good progress and achieve standards in English, mathematics and science in line with the level expected. From the evidence of the inspection, the indications are that the current group of Year 6 pupils will achieve more highly than the 2003 group of pupils. Pupils aged 11 achieve satisfactorily in all other subject areas. Pupils with SEN make good progress and achieve well.

Pupils' spiritual, moral, social and cultural development is good. The school ethos promotes spiritual development well and the development of the individual child. Pupils' attitudes to learning are good, as is their behaviour, both in class and in and around the school. Attendance is satisfactory for the current school year and is in line with the average. However, punctuality is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided is good, with several strengths. The quality of teaching and learning is good. It is sound with good features in the Foundation Stage and infant classes, and good in the junior classes. In the Foundation Stage and infant classes teachers' planning is sound and they provide a satisfactory quality of learning, but there are insufficient opportunities for children to develop their speaking skills on a daily basis. In both the infant class and junior classes there is a need to provide further challenge for higher attaining pupils and gifted and talented pupils in the activities they are set. In the junior classes, teachers use their subject knowledge well to engage and stimulate pupils in a variety of well planned activities which maintain a good pace of learning. In all classes, teachers plan well to include a wide range of different teaching and learning approaches. They share learning outcomes well with pupils, and make good use of '*brain gym*' activities to motivate and stimulate pupils. Teaching assistants are deployed well in all classes and teachers consistently involve all pupils and promote equality of opportunity.

The school provides a satisfactory curriculum for its pupils with some strengths. These include very good provision for Personal, Social, Health, Education and Citizenship, a strength of the school; good provision for pupils with SEN and a good range of activities to support pupils' achievement outside the main curriculum. The curriculum at present lacks an organised approach to developing pupils' skills in literacy and numeracy through different subjects. Pupils are very well cared for in a supportive, caring environment. There are also good partnerships with parents, the community and partner institutions. Both of these factors encourage pupils to develop well individually to achieve their best and well as part of the school community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good, with very good leadership from the headteacher. She has a very clear vision for the direction of the school, and is soundly supported by senior staff and the governing body, who are supportive and fulfil their role and legal responsibilities. Subject co-ordinators are effective in supporting other staff and in developing their subject areas, particularly in core subjects, but their work in leading staff development in some other subjects could be strengthened.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are positive. They are particularly pleased with the expectations the staff have of hard work from the pupils and the amount of information they receive about how their

children are getting on. They feel very comfortable with being able to approach the school with questions or problems. Parents are not worried about their children being bullied or harassed, and feel that the pupils behave well. Pupils also have positive views about the school. They know that they are expected to work hard, but also feel that their teachers are fair and listen to their ideas. They get help when they are stuck, and think that they are trusted to do things on their own.

IMPROVEMENTS NEEDED

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

- Further improve the levels of challenge in activities for higher attaining and gifted and talented pupils;
- Structure opportunities within daily lesson planning to promote speaking and vocabulary extension in the Foundation Stage;
Improve the amount of planned opportunities to develop literacy and numeracy skills through other subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Standards of attainment are **satisfactory** and in line with national averages at 11, but below what is expected in writing at the age of 7. Pupils make good progress overall, achieving **well** in the junior classes.

Main strengths and weaknesses

- Pupils achieve well in the junior classes in relation to their prior learning.
- Pupils with SEN make good progress throughout the school and achieve well.
- There are not enough planned opportunities for children in the Foundation Stage to speak regularly.
- Standards of attainment are below the average in writing at 7

Commentary

1. Overall standards in national tests in Years 2 and 6 have varied since the last inspection. The main reason for this variation is the small cohorts of pupils who attend the school. The small numbers of pupils in each year group affects comparisons of the school's performance, both with all schools nationally and with similar schools. However, in the last two years, there has been a significant improvement in pupils' average points score by the end of year 6, particularly because of the science results. Overall, the improvement has been in line with the national trend. In the Year 2 tests, pupils now do better in reading, writing and mathematics than at the last inspection. The tables refer to the tests in 2003.
2. The table below shows that in 2003 standards in Year 2 were above average in reading and mathematics, and well above average in writing. The current trend in improvement in pupils' attainment is above the national average. In science, all pupils attained the expected level (Level 2) in their teacher assessment, but no pupils achieved the higher level (Level 3). There is also evidence from data that, over time, girls have performed better than boys in reading and writing.

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

Standards in:	School results	National results
reading	16.3 (14.0)	15.7 (15.8)
writing	16.0 (12.6)	14.6 (14.4)
mathematics	17.3 (14.6)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year

3. The table on the next page shows that in 2003 standards in Year 6 tests were well below average in English and mathematics, and well above average in science. There are no significant differences between the attainment of boys or girls, or of different groups of pupils, for example, those pupils with SEN, who achieve in line with their ability. What the table does not show is the good progress pupils make against their prior learning and their performance in national tests when they were 7. This was evident in the inspection with pupils making better progress in the junior classes than in the infant classes. The table does show that the improvement in pupils' point scores was consolidated by the 2003 test results.

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

Standards in:	School results	National results
English	24.6 (24.0)	26.8 (27.0)
mathematics	25.2 (24.7)	26.8 (26.7)
science	30.0 (29.0)	28.6 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year

4. The majority of children enter the nursery class with no experience of playgroups or other pre school settings. Attainment is below the level expected for their age. Skills in speaking and literacy are well below the level expected nationally. They make sound progress and achieve satisfactorily in the nursery class. By the time children start in the reception class approximately two thirds are still below the level expected for four year olds and most are not on course to reach the expected standards in all areas of learning by the end of reception year. In the reception class, pupils make satisfactory progress in all the areas of learning. Staff provide well for children's personal, social and emotional development and satisfactorily in the other areas of learning. In communication, language and literacy, there are not enough structured opportunities for children to engage in speaking and listening on a daily basis, to improve their communication skills, which are well below average.
5. Pupils achieve satisfactorily because of the satisfactory provision made for their development, and those with SEN make good progress because of the good provision for their needs. Standards of attainment are improving, and are in line with the average in reading, mathematics and science, but below average in writing mainly because almost half of the pupils in the small Year 2 group have special educational needs and are unlikely to achieve the expected level by the end of the year. Most Year 2 pupils read fluently with good understanding. Their writing is well formed and usually spelt correctly. Ideas could be developed more with a wider use of vocabulary, and higher attaining pupils could be given more opportunities to write longer pieces of work. In mathematics, most pupils have appropriate knowledge and understanding of number, measurement, shape and space. Occasionally, there is a lack of challenge for higher attaining pupils in the activities they are set. In science, pupils have satisfactory knowledge and understanding, for example, of simple electrical circuits, but some of their investigational work is too teacher-led and does not give enough opportunity for independent enquiry.
6. In Years 3 to 6, pupils make better progress because of good teaching and attain standards in line with the national average in all the core subject areas. SEN pupils again make good progress because of the good provision they receive to support their needs. The standards seen during the inspection are similar to those at the time of the last inspection but in the last three years there has been a trend of improvement and rising standards particularly in mathematics and science in particular. The standards observed in writing for pupils at 11 are higher than those seen in the previous inspection. In the last twelve months, in particular, pupils in the junior classes have benefited from more consistent standards of teaching across the whole of Years 3 – 6, because of staff changes, and this has impacted positively on pupils' standards of attainment. In both junior classes most pupils are consistently challenged well by good teaching and this enables them to make good progress. In English, pupils read fluently with increasing understanding and use of a wider vocabulary. They write fluently for a range of purposes and audiences although they do not have enough opportunities for extended writing. In mathematics, most pupils have appropriate knowledge and understanding of the four operations, and they apply their mathematical knowledge well to problems. On occasion, the level of challenge for higher attaining pupils is inconsistent. In science, pupils develop a good knowledge and understanding of their science topics, and talk with confidence about the differences between different types of complex circuits in their work on electricity.

7. There is limited development of literacy and numeracy through other subjects, and this is an area for improvement, which the school is taking into account in its long-term planning of the curriculum. The use of ICT across the curriculum is satisfactory, as teachers plan opportunities for pupils to use ICT in a range of subjects though not in all, for example, science.

Pupils’ attitudes, values and other personal qualities

Pupils’ behaviour and attitudes to work are **good**. The school is **good** at promoting pupils’ spiritual, moral social and cultural development. The attendance at the school during the current academic year is in line with the average.

Main strengths and weaknesses

- Relationships with others are very good.
- The school has set high expectations for pupils conduct.
- The punctuality of a number of pupils on a regular basis is unsatisfactory.

Commentary

8. The strengths of the school’s provision are:
- Pupils enjoy school, like lessons and feel happy and secure.
 - The behaviour in class and around school is good with teachers having very good strategies to manage any challenging behaviour.
 - The school has put into place good strategies to address the problem of pupil exclusions from the previous year (see table below). This has resulted in a significant reduction in the number of exclusions during the current school year

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	107	10	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Pakistani	1	0	0
Black or Black British - Caribbean	1	0	0
Information not obtained	2	0	0

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

- Pupils’ relationships with adults and each other are very good, and have a positive impact on their learning. Older pupils help younger pupils at play.
- The personal, social, health education and citizenship programme is a strength of the school and develops good skills in pupils, helping them to become more mature.
- The school has good systems in place to promote good attendance with monthly, termly and annual celebration certificates. These good systems have contributed to the improvement in attendance in the current school year, from the below average figures in the previous school year (see table below).

Authorised absence	
School data	7.2
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

9. There is one area of weakness related to pupils' punctuality. A minority of parents do not get their children to school on time and so the punctuality is unsatisfactory.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is **good**. The quality of teaching and learning is **good** overall. Curriculum provision is satisfactory with a good range of out of school activities to enrich the curriculum and good provision for pupils with SEN. Very good levels of care and guidance and provision for personal, social, health education and citizenship, and a good partnership with parents strengthen the ethos and climate for learning in which pupils learn and achieve well.

Teaching and learning

The quality of teaching and learning is **good** overall.

Main strengths and weaknesses

- There is a good range of teaching and learning strategies used to engage pupils in their learning.
- The application of '*brain gym*' activities and thinking skills approaches in all classes
- The promotion of equality of opportunity and inclusion of all pupils in activities.
- There are high expectations of pupils' behaviour.
- The planning of opportunities to promote speaking and vocabulary extension in the Foundation Stage is limited.
- Planning for the development of literacy and numeracy across different subjects is limited.

Commentary

10. The table below indicates the quality of teaching seen across the school. There are some differences between the quality of teaching in the Foundation Stage and Years 1 and 2 where it is satisfactory, and Years 3 to 6 where it is good. Overall, the quality of teaching and learning is **good**. Both parents and pupils are positive about the teaching staff. Pupils know that they get help when they are stuck and that they are expected to work hard.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	14	12	0	0	0

The table gives the number of lessons observed in each of the 7 categories used to make judgements about lessons.

- 11 There are some common strengths of teaching that help to underpin the good quality of pupils' learning. These include high expectations of pupils' behaviour, which enables pupils to work well independently and collaboratively when given the opportunity. There is effective planning which develops a broad range of different teaching and learning approaches. However, planning to develop literacy and numeracy across different subjects is limited. Good use is made of '*brain gym*' activities and strategies for developing thinking skills, which are applied consistently in all classes and have a positive effect on pupils' learning. Teaching assistants are used well in all classes to support the learning of targeted pupils. This good

support enables all pupils to benefit from working in small groups with adult help. In the junior classes particularly, the effectiveness of good planning, application of subject knowledge, level of expectations and pace of learning all impact positively on pupils' achievement.

12. There is a fully inclusive approach in all classes, in which equality of opportunity is promoted for all pupils. Teachers know their pupils well, and plan to meet the needs of lower, middle and higher ability pupils in all lessons. For higher attaining pupils, and those identified as gifted and talented, provision to meet their needs is satisfactory, but on occasion the level of challenge in the tasks they are set is lacking. For pupils with SEN, individual targets on their plans are precise and well developed, and these pupils are included in all activities and provision.
13. Assessment procedures are sound and used appropriately by staff to assess pupils' progress and target improvement. Day-to-day assessment is good in English, and satisfactory in other areas. A sound marking policy has been developed in response to the issue identified in the previous inspection,. Both teachers and teaching assistants have been trained in the implementation of this policy. At the end of each term, pupils are assessed in reading, writing and numeracy, and the results of these tests are used satisfactorily to set targets in these areas of pupils' learning.

The curriculum

The quality and range of learning opportunities are **satisfactory**. Opportunities for enrichment and the availability of appropriate resources are **good**. The accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The curriculum caters well for pupils with SEN.
- There is very good provision for pupils' personal social health education and citizenship
- The enriched curriculum is strong and supports the wider curriculum for all pupils, offering a good range of opportunities for sport and art outside of school hours.
- The school works well to overcome the limitations of the accommodation on the effective delivery of the curriculum
- There are not enough planned opportunities for the development of literacy and numeracy in other subjects.

Commentary

14. The curriculum meets the statutory requirements. It is broad and balanced and ensures that individual subjects are continuous and give progression to pupils' learning. Planning for individual subjects is based on a two-year cycle which meets the needs of the mixed-age-group classes and provides clear subject guidance to support teaching and learning. The school is currently reviewing its curriculum to make more links between subjects.
15. There is a good quality of education for pupils with SEN and current arrangements ensure that all pupils are fully included in what the school has to offer. Teachers plan well for the different learning needs of pupils and rightly focus on the skills that pupils need to develop.
16. The carefully planned programme for pupils' personal, social, health education and citizenship is very good. After school activities are well attended. Residential experiences, visits and visitors enrich the curriculum and contribute positively to pupils' personal development.
17. The enriched curriculum provided by the school is strong. There is a wide range of extra-curricular activities including football, netball, dance, gardening, music (brass), art, games

(chess), French and fencing. There are good links with the 'Awards for all' scheme, which involves pupils in cricket coaching in school and opportunities are extended beyond school because of good links with Rawtenstall cricket club. In addition the school provides regular opportunities for musical instrument tuition and annual outdoor education for Year 5 and Year 6 pupils on a residential visit. All pupils have access to the club activities. In addition there are many planned opportunities for pupils to make visits outside of school, including to the church and museums; and the school effectively uses visitors to support the curriculum within school – the vicar, multicultural musician and an Asian dance group.

18. The teachers and support staff work hard and successfully create a safe and stimulating learning environment for the pupils, making effective use of a good range of resources to support pupils' learning. The quality of the learning environment is improved by the very good quality of displays in classroom, the school hall and on the corridors. Accommodation is limited in terms of space. The playground is on two different levels and there is no school playing field. All this creates some constraints on classroom organisation and provision of the full range of curriculum opportunities for the pupils. However, the school has been very creative and innovative and has done all that it reasonably can to minimise the impact, for example, using the local playgroup's field, using sports facilities at the local high school, and pupils in the reception class using the nursery facilities on an afternoon.

Care, guidance and support

All aspects of the care, welfare, health and safety are **very good**. There is good account taken of pupils' views through the school and class councils and through circle time. There is very good support and advice for pupils through monitoring.

Main Strengths and Weaknesses

- The staff know the pupils well and offer very good support and guidance.
- The school provides a very safe secure environment.
- The relationships between pupils and staff are very good.

Commentary

19. This is a strong area of the school's work, providing a healthy, safe environment in which pupils learn. All statutory duties on health and safety including risk assessment and checks on equipment in the school are undertaken extremely thoroughly. Fire drills are carried out each term to ensure safe efficient evacuation of the building.
20. The school is welcoming and has a warm friendly atmosphere. The staff know the pupils well and pupils are usefully beginning to play a more active role in the life of the school with the introduction of school and class councils. Pupils' views are valued and they take the responsibility of representing their class, and the views of others, very seriously.
21. The child protection procedures are fully in place with the head teacher the named person. The procedures are known to all of the staff with any concerns being reported to her. The school works closely with a range of outside agencies to support pupils; these include the Health Visitor, School Nurse, Education Welfare Officer and Social Services. The school has a good number of staff trained in first aid to ensure the welfare of the pupils.
22. The focus on behaviour management is proving successful with a shared expectation of good behaviour across the school. The pupils report that they experience little bullying and staff deal with any issues quickly and effectively.
23. The school provides a good induction programme for pupils on entry. The school is involved in the local small school cluster and works closely with the receiving secondary school. The SEN teacher from the receiving school visits to ensure a smooth transition for all the pupils who may need additional help.

24. The school has effective monitoring procedures for the pupils both academically and for their personal and social education. Target setting, assemblies and extra curricular activities give all pupils the opportunities to achieve.
25. The very good curriculum for personal, social, health education and citizenship ensures that pupils' progress is carefully assessed and their emotional health and well being systematically promoted. The involvement in the healthy school initiative promotes the values of living a healthy lifestyle and safety awareness to a good degree among the pupils.

Partnership with parents, other schools and the community

The parents think **highly** of the school, which provides them with good information on their child's progress. The school has **good** links with both the community and with other schools.

Main strengths and weaknesses

- Reports on progress are good.
- Parents have positive views of the school.
- Parents' involvement in the 'PRIDE' programme
- There are good links with other schools.

Commentary

26. The school has a good partnership with parents who think highly of the school. The impact of the school's open door policy and good quality of information provided to parents, is that parents feel well informed about their children's progress, comfortable in approaching the school to deal with problems, and also that their views are taken into account by the school when they express concern.
27. The overall involvement of parents' in their children's learning is satisfactory, but their involvement in the personal, social, health education and citizenship programme through initiatives such as the 'PRIDE' programme for drug education is very good. Parents took part in the project, with their children, and also did work at home with them.
28. There are good arrangements for the transfer of pupils to secondary school. The school works closely with the receiving school, with visits from art and sport teachers to the juniors, and use of the secondary school's specialist sports facilities. Links have also been developed recently with a local special school, which involves joint working between the schools.
29. The school is actively involved in the community through the small school cluster and the churches. There are good links with the community through active involvement with the churches and the small schools cluster. The school has used the links with the community to support pupils in improving their behaviour in the last year and this has worked well, raising pupils' levels of confidence and self-esteem.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall, with very good leadership by the headteacher, and satisfactory support from the governing body, senior staff and subject co-ordinators.

Main strengths and weaknesses

- The headteacher leads the school very well and has a clear vision of the direction the school needs to move in. She provides a very role model for other staff and for pupils
- There are good procedures for self-evaluation, monitoring the performance of the school, and strategic planning for school development

- The management of the school is good, at different levels, including the day-to-day administration
- The role of subject co-ordinators in leading staff development in their areas of responsibility is not yet strong enough in some subject areas.

Commentary

30. The headteacher has a very clear vision for the school, and is committed to raising standards in all aspects of its work. This commitment to raising standards, and valuing the achievements of all pupils, is shared by both staff and governors. The headteacher is a constant inspiration to the rest of the staff and the governing body. The reasons for this are:
- She provides a very good role model to other staff and the pupils.
 - She leads teaching and the curriculum by example and
 - Strives for the highest standards in all aspects of her, and the school's, work.
 - She is deeply committed to equality of opportunity, and the inclusion of all pupils.
31. The headteacher has formed a sound partnership with the deputy head teacher, who is still developing his role, but who is very supportive of her leadership. They have a shared vision for the school, and work hard together, with the team of staff, both teaching and non-teaching, towards the common goal of the pupils achieving their best. The leadership of subject co-ordinators is sound overall. They have multiple roles because of the size of the school, so there has been a tendency to prioritise and spend more time on core subject areas.
32. Overall the management of the school is good. There are good procedures in place to enable the school to run smoothly on a day-to-day basis. There are also good strategies for evaluating how well the school is doing and what it needs to do to improve through the monitoring of teaching and learning, evaluation of school performance data in order to identify priorities for further development. Curriculum coordinators have monitored provision in teaching and learning in most subject areas in a number of ways, including observation of lessons, analysis of pupils' work and also of planning. Non-core subjects are included through a cycle of curriculum development. Where subject co-ordinators have worked directly alongside other staff in subjects, for example, the deputy head teacher working with staff to introduce the use of wireless lap top computers into the classroom, there has been a positive impact on pupils' standards and achievements.
33. The headteacher's leadership is impacting on the management of the school at all levels, and is leading to improvements in standards of pupil attainment and the quality of teaching and learning. Her management of staff performance is good. Arrangements for professional development are good.
34. The management of the school's finances is good. Although pupil expenditure is fairly high, this reflects the school's small size. There are good procedures to identify priorities, monitor the budget, and to ensure that the principles of best value are appropriately applied. The relatively high balance carried forward from the previous financial year (see table below) is accounted for through monies to undertake building improvements and for staffing. The school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	373,277
Total expenditure	362,844
Expenditure per pupil	3,023.70

Balance from previous year	62,063
Balance carried forward to the next	72,496

35. The governing body is supportive of the school and fulfils its roles soundly. All statutory duties are met. The individual governors bring a variety of different skills and expertise to their role. The chair of finance, for example, has an educational background, and is therefore closely involved in the work of the finance committee, monitoring of the budget and advising the head teacher on school development.
36. The governors have a good grasp of the strengths of the school. They are involved in the life and work of the school both directly and through the close links with the church. The chair of governors meets with the head teacher regularly and other governors also come into school regularly, some on a daily basis.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **satisfactory** in all areas of learning, except in personal, social and emotional development, where it is good. The quality of teaching overall is **satisfactory** with some good teaching observed.

37. The majority of children enter the nursery class with no experience of playgroups or other pre-school settings. Attainment is below the level expected for their age. Skills in speaking and literacy are well below the level expected nationally. They make sound progress and achieve satisfactorily in the nursery and reception classes. By the time children start reception class approximately two thirds are still below the level expected for four year olds and most are not on course to reach the expected standards in all areas of learning by the end of reception year. There are good procedures to support new children starting nursery or those that transfer to the reception class. Children settle quickly into school routines and are happy and confident to learn. The planning of the curriculum is satisfactory and the range of activities generally matches children's needs. The well organised classroom areas make a sound contribution to children's learning. The restricted space in the reception classroom means that noise levels have to be restricted and this can inhibit creativity and learning. Leadership and management are satisfactory and the staff work well together.

Personal, social and emotional development

Provision in personal, social and emotional development is **good**

Main strengths and weaknesses

- The teaching of personal, social and emotional education reflects the school's commitment to this area of learning.
- Most children work well and play together amicably.
- Behaviour and attitudes to school are good.
- Some aspects of social development are not promoted sufficiently well in daily plans.

Commentary

38. Children are generally secure and happy in the nursery and reception classes. They are independent and make choices, moving between activities. They are learning to take turns and share their toys. They are interested in the activities planned for them. Some of the younger children are not yet fully settled into school routines but the majority satisfactorily undertake responsibilities such as clearing away, washing their hands and using the toilets independently. Many nursery children still prefer solitary play and have underdeveloped social skills. Children come in happily at the start of sessions and begin the activities provided for them. They have good relationships with one another and with the staff. The staff have a caring attitude to which the children respond well. Opportunities are provided to boost self esteem which also have a positive impact on children's personal development.

Communication, language and literacy

Provision in communication, language and literacy is **satisfactory**

Main strengths and weaknesses

- Children with SEN are well supported.
- Standards in reading are below the level expected in the reception class.
- The teaching and the pace of learning new sounds is too slow.

Commentary

39. Levels of speaking, communication and literacy skills are well below what is normally expected for children in the Foundation Stage. Answers when given are often one or two words in length. Teachers promote a broad range of adult-led and child initiated activities through effective planning, but there are not enough daily planned opportunities for children to speak and extend their ideas and their vocabulary. Adults interact well with children, but accept one word answers or ask questions that do not always encourage children to speak their thoughts and ideas. They do not intervene enough in activities such as role-play to teach children new words or encourage them to speak in sentences. This limits children's ability to improve. When staff use open-ended questions or plan specific opportunities to speak as in 'circle time' or an outdoor science activity; learning is good. The pace in learning letter sounds is well below that expected at this stage in the school year. The standard of reading is below that expected for all abilities of children and knowledge of words is not well developed. Higher ability children in reception class do not yet have sufficient words they recognise on sight and are not yet reading independently. In writing, most children trace letters accurately, but higher ability children are not yet writing independently.

Mathematical development

Mathematical development is **satisfactory**

Main strengths and weaknesses

- Children find learning interesting, and this stimulates and motivates them to learn

Commentary

40. The level of attainment is below that expected but most children make sound progress and a minority are on line to achieve the national goals for children at the end of reception class. Nursery children count wheels on toy cars and lorries to sort them into sets of two, three and four wheeled vehicles. With sound support from their teacher they count eight wheels on a toy lorry but do not yet understand what 'more' or 'less' means. Older children put numbers to ten in order on a 'Teddy Bear' number line and recognise the spaces needed for 3, 4, 6 and 8. They are beginning to recognise shapes for example circle, square or triangle. There is good support for children SEN Children trace over numbers and are beginning to form a few numbers independently. Planning for mathematical activities is good though staff working with the younger children sometimes spend too long on the carpet, which results in children losing concentration and becoming restless.

Knowledge and understanding of the world

Provision in this area of learning is **satisfactory**

Main strengths and weaknesses

- Outdoor play activities support learning well.
- A good range of practical activities is planned to stimulate children's curiosity.
- Support for teaching computer skills is good.

Commentary

41. Children make satisfactory progress in their investigation skills by rolling wheeled toys down the sloping playground to see how far they will roll. They try to work out why some travel further than others. Children's limited vocabulary skills sometimes inhibit their learning as for example, when they look at a bottle containing layers of coloured sand but do not know the

word 'stripe' to describe what they see. The school plans a good range of visits and visitors, which further extend knowledge of the world outside the classroom. Children work confidently with computers showing good mouse skills or using the larger 'easy-ball' to click on and move objects on the screen. Children make sound progress and achievement overall is satisfactory.

Physical development

Provision for physical development is **satisfactory**

Main strengths and weaknesses

- Standards in manipulative skills are below the level expected.
- The reception class playground is unsatisfactory for safe outdoor play.

Commentary

42. Children come to school below the level expected in their ability to handle small equipment such as crayons. Planned activities ensure that children have satisfactory opportunities to develop their manipulative skills by using pencils, paintbrushes, scissors, jigsaws, construction kits and 'small world' toys such as a farm. The use of the hall for formal physical education lessons for the older children provides chances for children to run climb and explore larger spaces. Outdoors they generally play safely on wheeled toys and are developing an awareness of space and direction when riding around. The unsafe reception playground means that reception children experience most of their play activities in the nursery outdoor area. The addition of security shutters in the nursery has allowed teachers to extend the range of activities but there is still insufficient large play and climbing equipment to further develop co-ordination skills. Good opportunities are provided for reception children to use the nursery outdoor areas but this is not an ideal solution as it prevents free flow activities in their own familiar classroom base.

Creative development

Provision for creative development is **satisfactory**

Main strengths and weaknesses

- Children enjoy their music activities and this stimulates and motivates them to learn
- Opportunities for some activities are inhibited by lack of space and awareness of noise levels in the shared classroom.
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Commentary

43. Children have good opportunities to draw, paint and make objects from a variety of media. Their work links satisfactorily to other areas of learning as, for example, paintings of symmetrical pictures and toy shop role-play corners support mathematical development. They enjoy singing and moving to music, quickly learning a new song 'Brown Bear Snoring'. They join in the actions and play percussion instruments to copy 'winter sounds'. Children respond satisfactorily to music and move appropriately, copying fairy and soldier movements. Progress is sound and achievement satisfactory. The limitations of space in the reception class and the constraints of sharing a room with older children mean that teachers have to monitor noise, which sometimes inhibits creativity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well across the school to attain standards in line with national expectations in speaking and listening, reading and writing at 11
- Planning for different levels of ability is clear both in whole class sessions and group activities
- Teachers use a good variety of teaching and learning approaches to stimulate and motivate pupils
- Teaching assistants are used well to support learning
- The subject is well led and managed by the headteacher
- Opportunities to develop literacy through other subjects, for example, to enhance writing, are limited.

Commentary

44. Standards in English are below the average for pupils at 7, mainly in writing, and in line with expectations at 11. In the current Year 2 group of pupils, there is a higher than average proportion of pupils with SEN, and this largely accounts for the lower than average standards seen during the inspection. Pupils make good progress across the school and achieve well, from a low point of entry in terms of their speech and language. The good quality of teaching and learning over time accounts for the good progress made by most pupils, including those with SEN. Standards of attainment have been maintained in speaking and listening and reading since the last inspection and improved in writing for pupils at 11. The reasons why the judgement on standards observed during the inspection are different to the pattern of results in national tests is because of the good quality of teaching pupils receive throughout the school and the impact of initiatives within the school on pupils' progress. In the last twelve months, in particular, pupils in Years 3 – 6 have benefited from more consistent standards of teaching, because of staff changes, and this has impacted positively on their progress. Initiatives, such as the extension of the reading scheme to include older pupils, and the use of talk partners to stimulate pupils' writing, have also impacted positively on pupils' achievement and standards of attainment. The use of talk partners, in particular, has led to a number of older pupils developing their ability to extend their ideas and use of vocabulary in their written work.
45. At the ages of both 7 and 11, pupils' speaking and listening skills are in line with the average. In both Year 2 and Year 6, most pupils speak and listen satisfactorily for their age. In Year 2, for example, most pupils talk confidently, in a whole-class session, about the 'Three Billy Goats Gruff'. They listen well and ask the teacher open-ended questions when she is in role as one of the goats. Teachers plan speaking and listening opportunities well into lessons and also make good use of speaking and listening in personal social health education and citizenship lessons, where pupils talk about and discuss matters related to health, relationships and friendship. In the Year 5/6 class, for example, pupils discussed with each other clearly their ideas about how to write a persuasive argument.
46. Standards of attainment in reading are in line with the expected levels, both at 7 and at 11. Pupils read accurately, fluently and with good understanding. In the infant class they are encouraged well to use their comprehension and to read with expression. Year 2 pupils read accurately and express opinions about the books they are reading. Higher attaining pupils are self-correcting and can re-tell the story with good detail. In Year 5/6, pupils read accurately and begin to refer to the text when explaining their views. They show a good understanding of

the main themes and ideas in their books. A gifted pupil explained his preferences in his book articulately and used a wide range of vocabulary to describe the central character in the Lord of the Rings.

47. Staff have worked hard to maintain, and improve, standards in writing. These are below average in Year 2 because of the high proportion of pupils with SEN, and in line with the average for pupils in Year 6. From inspection evidence, there is an underlying trend of good progress across the school. Important factors in maintaining, and improving standards which the school uses are:
- Emphasis on the basic skills of writing – handwriting, spelling and use of vocabulary
 - Increasing emphasis on the basic principles of grammar in Year 5 and Year 6
 - The use of talk partners to stimulate ideas for writing and extend the use of vocabulary
 - Opportunities for pupils to write for a range of purposes and audiences, particularly in Years 3 – 6.
 - Opportunities for extended writing.
- However, opportunities to develop writing through other subjects are currently limited.
48. The quality of teaching is good overall. As a result, pupils make good gains in their learning and achievement. In good and very good lessons, teachers plan for different levels of ability and use a wide range of teaching and learning approaches in whole class sessions to meet pupils' different learning needs. For example, in Year 3 and Year 4, three pupils became characters from traditional stories and other pupils had to work out who they were through questioning them. This led to a high level of engagement and interest. Teachers demonstrate activities well so that pupils have a clear idea of what is expected of them. In Year 3/4, the teacher modelled a story beginning with characters, settings and opening phrases. This led to some good work by middle and higher attaining pupils in particular because they were very clear about what was expected of them. Teachers also set good targets for different levels of ability in group activities and use learning assistants well to support pupils' learning. Marking is constructive and informs pupils what they need to do to improve their work. Pupils have positive attitudes and show good levels of interest and concentration in lessons. They are stimulated by the good teaching they receive and motivated to do well. They work well with other pupils in pairs and small groups, collaborating effectively and sharing their ideas.
49. Leadership and management of the subject are good. The headteacher is the curriculum coordinator and she regularly observes teaching and learning in classes. She has extended the reading scheme to include pupils in Year 5 and Year 6 and this has improved the level of difficulty for middle and higher attaining pupils. Extended writing sessions have recently been introduced in each class, although it is too early to judge the impact of this development. The whole staff moderate pupils' writing and a portfolio of pupils' written work is being developed through this process, increasing well teachers' understanding of the National Curriculum levels in writing.

Language and literacy across the curriculum

50. During the inspection, there was limited evidence of the use of language and literacy across the curriculum. Pupils have good opportunities to use speaking and listening in their personal social health education and citizenship lessons and some examples of writing for a range of purposes and audiences were seen in history in topics on the Victorians and the Egyptians

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Pupils achieve well by 11.
- Teaching of mathematics has improved and is stronger in the junior classes than in the infant classes.
- Pupils have a good attitude towards their learning in mathematics.
- The school does not effectively plan for the use of numeracy to support learning in other subjects.
- There are times when higher attaining pupils are not provided with extension activities to challenge their mathematical thinking.

Commentary

51. Standards at the end of Year 6 are steadily improving, but in the 2003 national tests no pupils attained at the higher level (Level 5). The present Year 6 is maintaining the improvement and a number of pupils are already working within the higher level (level 5). At the end of Year 2 standards are also steadily improving, with all pupils attaining the expected level, and a growing number of pupils attaining at the higher level (Level 3) in the national tests in 2003. Inspection findings are that standards of attainment are line with national expectations, both at 7 and at 11. Pupils with SEN make good progress, as do pupils who work in small groups with adult support. Occasionally, the level of challenge for higher attaining pupils is inconsistent. This is especially when teachers do not move them on to extension activities quickly enough. As a result, they do not progress as quickly as they might. The standards observed in the previous inspection have been maintained, and there has been a good improvement in the quality of teaching in the junior classes.
52. When pupils start Year 1 many have not fully met the early learning goals at the end of reception. The teaching in Years 1 and 2 is satisfactory, takes clear account of the different ways pupils learn and has a positive impact. The teacher has a secure knowledge of the National Numeracy Strategy and helps pupils work out different ways to solve problems. All pupils achieve satisfactorily in the main, but there is a lack of challenge being provided for higher attaining pupils. Pupils with SEN achieve well.
53. In Years 3 to 6 there is good progress with the vast majority of pupils achieving well over time, because of consistently good teaching. This is reflected in the steady improvement in the National Curriculum test results at the end of Year 6. Teachers have a good understanding of mathematics and have a very specific focus on varying their teaching to take account of the different ways in which pupils learn. Pupils work well in pairs and groups and work for long periods with sustained concentration. They are used to working with very large numbers in addition and subtraction and many multiply three digit numbers by single or two digit numbers accurately. They apply their knowledge and understanding of mathematics well to mathematical problems and select the appropriate strategies to achieve the correct solutions. Teachers use good resources to help pupils think about how they can work out answers. All pupils achieve at least satisfactorily in lessons, but some lessons do not sufficiently challenge the learning of higher attaining pupils. Pupils with learning difficulties achieve well. As a result of the good teaching in the junior classes, pupils are on the whole enthusiastic mathematicians and most talk with confidence about their work.
54. Teachers make sound use of learning targets to help individuals work out what they need to concentrate on in order to improve. This is not yet well enough applied across the school to ensure that all pupils make the maximum progress. There is sound day-to-day assessment

taking place, which helps teachers to plan to meet the learning needs of the range of pupils in each class.

55. There is sound leadership of the subject. The subject leader for mathematics, whilst quite new to the school, has a very clear view of standards in mathematics across the school and recognises that higher attaining pupils in some classes are not being challenged enough in their learning. It is recognised that there is variation in teaching and learning in the school and plans to address this are in the early stages of development. He has had opportunities to monitor teaching, scrutinise pupils' work and discuss with pupils their understanding of mathematics. This has helped the subject leader to focus on the main priorities for development in the subject. There is a good range of resources available to teachers and pupils, and this impacts positively on pupils' learning experiences in mathematics.

Mathematics across the curriculum

56. Despite the enthusiasm for mathematics seen in lessons, pupils rarely have planned opportunities to use their mathematical knowledge and understanding to support their work in other subjects. Limited evidence of this was seen during the inspection. but the school is beginning to take account of it in its long-term planning of the curriculum.

SCIENCE

Provision in science is **satisfactory** and helps the pupils to achieve well.

Main strengths and weaknesses

- There has been good improvement in attainment and achievement made by all pupils throughout the school.
- Pupils enjoy science and have a very positive attitude towards learning in the subject.
- Not enough pupils attain at the higher level (level 3) at the end of Year 2.
- Insufficient use is being made of numeracy and ICT in science.

Commentary

57. There has been a great deal of improvement in attainment in science since the previous inspection in teacher assessments at 7 and national tests at 11, with pupils attaining above the national expectation in Key Stage 1 and well above the national expectation in Key Stage 2 where all pupils achieved the national expectation of level 4, and half the pupils achieved the higher level (level 5) in the 2003 tests. However, teacher assessments at the end of Key Stage 1 did not identify any pupils capable of achieving at the higher level (level 3). The evidence gained from the inspection shows that standards of attainment are in line with the national expectation both at 7 and at the age of 11. Pupils with SEN make good progress. Pupils achieve well by the age of 11, from a below average attainment when they enter the school.
58. Inspection evidence indicates that teaching is satisfactory overall, with the teaching of science being stronger in the junior classes than it is in the infant classes. Lesson planning is good and, takes very clear account of pupils' different learning styles. It clearly identifies what the pupils are to learn in lessons through linking the learning from one science lesson to the next. The good range of science resources is used well and pupils work well to discuss what they are doing and how they might change what they are doing in order to solve problems.
59. Planning for scientific investigation is a strong feature of the good teaching in the junior classes. In the majority of lessons pupils are expected to carry out their own investigations

and the higher attaining pupils in the junior classes rise to this challenge particularly well. However, some investigational work is too adult-led. The activities and problems presented to the pupils are appropriately challenging for most pupils, but higher attaining pupils in the infant classes would benefit from working on activities that stretch their scientific thinking further. Pupils enjoy science lessons and have a positive attitude to their learning. Pupils in a Year 3 and 4 science lesson were keen to talk about how their previous work was helping them undertake experiments to identify soluble and insoluble substances. Pupils in Years 5 and 6 talked with confidence about the work they were doing on electricity and the differences between different types of complex circuits. Pupils in the infant classes were also excited about their work on electricity and really enjoyed making bulbs light up by connecting them to batteries using wires, beginning to understand about simple circuits. However, information and communication technology and mathematics are not yet adequately used to support the learning of all pupils in science. There was insufficient evidence of the use of graphs, charts and tables to record data, and although some evidence of the use of ICT was seen in Y5 and Y6, there was no evidence of its use in the other classes.

60. The science subject leader has a satisfactory knowledge of standards in the subject. From her monitoring of teaching, she has a satisfactory understanding of the strengths and weaknesses in teaching and learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils' attainment is in line with expectations at 7 and 11 and has improved since the previous inspection.
- The scheme of work is thorough and meets requirements well, an improvement since the previous inspection.
- There is a good number of computers and resources are used well
- ICT is well led and managed by the deputy head teacher.
- Assessment of pupils' progress is not yet sufficiently based on a secure understanding of the national curriculum level descriptions.

Commentary

61. Pupils' standards of attainment in ICT are in line with the average at 7 and 11. All pupils, including those with SEN make sound progress in developing their ICT skills and capabilities. This represents good progress since the previous inspection, when pupils' progress and provision for ICT were judged to be unsatisfactory throughout the school. Good improvement has also taken place in improving provision, including good improvement in the number of computers, a thorough scheme of work, training for teachers to improve their confidence and expertise, and planning ICT in different subjects.
62. The evidence of the inspection shows that pupils in the infant classes progress satisfactorily in developing their use of the keyboard and ability to work with data from a CD Rom.
63. In the junior classes pupils make sound progress in Year 3, 4 and 5, and in Year 6 attain standards in line with what is expected for pupils at 11. They are confident users of ICT and log on, and save and print work independently. They have used spreadsheets appropriately to enter data from a traffic survey in geography and produced line graphs and bar charts to analyse their results. They have used word-processing satisfactorily in history to draft letters about the working conditions in a match-making factory, making good use of layout and fonts in their presentation. In science sensors and data logging equipment have been used to measure and record the rate at which ice melts.

64. The quality of teaching is satisfactory overall. Teachers have increased their confidence and expertise to use ICT for teaching and learning through a training programme and additional training to use lap top computers in the classroom. Focused activities are effectively planned and demonstrated, using sound knowledge of the programs. Teachers make good use of wireless laptop computers to give access to ICT resources to more pupils within a class. Pupils show good attitudes to learning with computers. They are engaged by the whole class activities and work well at the computers, either independently or in pairs. They show good responsibility for their learning and use the programs confidently to complete their tasks.
65. The leadership and management of the subject are good. The curriculum co-ordinator has been in post since September 2003 and has introduced the use of wireless lap top computers into school. This has had a positive impact on pupils' achievement, giving pupils more access to ICT resources and facilities. The curriculum co-ordinator's monitoring of teaching and learning is good. He has undertaken some observation of teaching and learning and has begun to develop a portfolio of pupils' work to show standards in the school. Assessment of pupils' progress is not yet sufficiently based on an accurate and consistent understanding of National Curriculum level descriptors.

Information and communication technology across the curriculum

66. The use of ICT across the curriculum is satisfactory, as teachers plan opportunities for pupils to use ICT in a range of curriculum areas. Having the computers in the classrooms enables teachers to give pupils regular opportunities to practise their skills and capability. ICT activities are planned in a range of different subjects, particularly in the Year 5 and Year 6 class. During the inspection, examples of pupils' work were seen from several curriculum areas – English, history, science and geography. In spite of this not much evidence was seen during the inspection of the use of ICT in either mathematics or science in the infant and lower junior classes.

HUMANITIES

Geography and History

67. On the basis of limited evidence seen during the inspection provision in geography and history is satisfactory. Owing to the timetable and the organisation of topics, it was only possible to observe one lesson in history and none in geography. The judgement is based in addition on analysis of pupils' work and conversations with the co-ordinators for each subject.
68. From the analysis of pupils' work in geography, they make satisfactory progress developing their geographical skills, and in increasing their understanding of concepts and place in both the junior and the infant classes. They make good use of the local area, to develop map skills with Year 1/2 pupils and for investigations into traffic patterns with older pupils who use ICT to process, analyse and present their data. The subject has been effectively led by the headteacher since September 2003, and she has identified the key skills pupils need to develop to ensure continuity and progression of learning, and to inform the assessment of pupils' progress.
69. The history lesson observed in Year 1/2 demonstrated that most pupils have an appropriate understanding of the differences between the past and the present, through learning about washday before electricity compared to a modern washday. Effective planning and use of question and answer made good use of a set of artefacts to engage pupils and sustain their interest. Analysis of pupils' work shows that in the junior classes, pupils make satisfactory progress in developing their historical knowledge and understanding through their study of the past. Planning shows that teachers make a conscious effort to make links between history and other subjects. However, there is very little development, at present, of literacy through history to produce extended pieces of writing. The subject co-ordinator is effective in her role.

She has introduced the use of artefacts into teaching and learning. Pupils are assessed satisfactorily and a portfolio of pupils' work to standardise levels is in the process of being developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

70. Owing to the timetable, it was not possible to observe any teaching of design and technology during the inspection. The judgement is based on an analysis of pupils' work and brief conversation with the curriculum co-ordinator. It is not therefore possible to give a judgement on the quality of teaching, and from the analysis of pupils' work they make satisfactory progress. Older pupils design and make musical instruments and enjoy doing so. There is little evidence to demonstrate that they are expected to plan their designs effectively, evaluate their products against their designs and suggest ways in which their work might have improved. The subject leader for design and technology has not yet had an opportunity to observe teaching in her subject, but her analysis of teachers' planning and pupils' design/sketch books informs her that more work needs to take place on planning for skills progression and designing and evaluating products.

Art and Design

71. It was only possible to observe one art and design lesson during the inspection, in Year 5/ 6. In addition, a significant amount of pupils' work was seen in the good quality of art displays around the school. From this evidence, provision in art and design is satisfactory. Good use is made of the work of famous artists to boost the skills and techniques of the pupils. Pupils' attainment in Year 6 is in line with that expected for their age with sound achievement evident because of the wide range of opportunities available for pupils to develop their art skills. It was not possible to make an overall judgement on teaching, but the lesson observed was very good, focusing very well on the development of pupils' observational skills. There is evidence in displays of satisfactory use being made of ICT in the subject. Pupils' art work is well displayed both in classrooms and around the school. The subject leader for art is effective in giving her subject a high priority and she has a good understanding of the school's strengths and future developments.

Music

72. On the basis of very limited evidence seen during the inspection provision in music is satisfactory. Owing to the timetable and the organisation of topics, it was not possible to observe any teaching directly during the inspection. The judgement is based on observation of pupils' singing in assembly and conversation with the subject co-ordinator, so it is not possible to give a clear judgement on standards of attainment or teaching and learning. Singing in assembly was of a good standard. Pupils sing in tune, their diction is clear and the singing rhythmical. They know words from memory and enjoy their singing. A variety of performances for example at harvest time and Christmas give pupils the chance to perform and this is appreciated by large audiences. The whole school takes part so no-one feels left out. Commercial schemes are used to support teachers who are less confident when teaching music and the quality of leadership by the subject co-ordinator is satisfactory. There is a range of percussion instruments including a number from Africa, which came into use when pupils took part in an African dance and drumming day. Visiting musicians are used well to enhance pupils' appreciation of a variety of styles of music.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Activities are well structured and develop pupils' skills systematically.
- There are good resources, which are well used by the teachers.
- The school provides a good range of extra-curricular activities that further develops pupils' skills.
- The school makes good use of its links with partner schools to use their sports facilities for the benefit of the pupils.
- The accommodation places restrictions on the provision of games activities, because of the lack of space.

Commentary

73. During the inspection, it was not possible to observe all aspects of physical education being taught directly. Two lessons were observed, a gym lesson in the infant class and a gym lesson in the Year 3 and Year 4 classes. It is clear from these observations, and discussion with the subject co-ordinator that, despite the restrictions placed on games activities by the lack of sports facilities, the achievement of all pupils, including those with SEN, is sound across the school. By the end of Year 2, pupils' attainment levels are in line with the average expected at 7 and this achievement is appropriately developed in the junior classes. This is a similar picture to that seen at the time of the previous inspection. Records show that standards in swimming are in line with what is expected, with most pupils able to swim at least 25 metres by the time they are 11.
74. Most pupils in Year 1 and Year 2 show appropriate hand eye coordination in throwing and catching a ball. They also work effectively in collaboration with a partner. Pupils in Year 3 make sound progress in developing ways of balancing on the floor and on apparatus. They practise balances on the floor and transfer their movements well to different apparatus, developing simple sequences of movements and performing with increasing confidence and accuracy as the lesson progresses. They collaborate well in getting equipment out, and also in putting it away.
75. The quality of teaching observed during the inspection was sound overall, with good features. Lessons are effectively planned and structured, including opportunities to warm up and cool down. Activities are sequenced correctly to develop pupils' knowledge and skills as the lesson progresses. Teachers give accurate demonstrations of key activities and clear instructions so that pupils know what is expected of them. Where teaching is good, assessment of pupils' performance during the lesson is used to set them individual challenges for throwing and catching in relation to their ability. There is good management of pupils, with due care for health and safety. Good relationships between teachers and pupils results in a good working atmosphere that helps to develop pupils' confidence, and enjoyment of the activities. Most pupils work well on their own and collaborate well in pairs or group activities. Pupils' behaviour and attitudes are good.
76. Leadership and management of the subject are good to overcome the restrictions and difficulties placed on provision by the lack of sports facilities. Thorough curriculum planning ensures that pupils experience a full range of activities and games across the whole school. Good community links, both with local schools and the local sports centre result in pupils experiencing a wide range of games activities, including football, cricket, netball, basketball and volleyball. Good extra-curricular provision, including fencing, gives pupils further opportunities to enjoy sporting activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship (PSHEC)

There is **very good** provision for pupils' personal, social, health education and citizenship, which is a strength of the school. This provision involves work within the curriculum through personal, social, health education and citizenship lessons and it also permeates much of the work that the school does in providing for pupils' personal development, enriching the curriculum, and in pupils' support, guidance and welfare.

Main strengths and weaknesses

- Personal, social, health education and citizenship contributes positively to the good attitudes and behaviour shown by pupils, and to their personal development
- There is a carefully planned programme, including after school activities, a residential visit, visitors and visits
- The inclusion of planned strategies to promote personal development in lessons enhances pupils' learning and encourages them to succeed
- Personal, social, health education and citizenship impacts positively on provision for pupils' health and safety, guidance and welfare
- The area is very well led and managed

Commentary

77. The provision for personal, social, health education and citizenship is very good. The approach is evident in everything the school does, both through lessons and in promoting personal responsibility and good behaviour through posters in the school hall. There are planned lessons when pupils work together on issues such as staying healthy. For instance, in a good lesson in the Year 3/ 4 class, pupils were encouraged to explore their thought and feelings, for example, how they have improved their behaviour and how they feel more confident in themselves. This discussion also contributed positively to improving their speaking and listening skills.
78. The newly formed school council values pupils' views and encourages them to become responsible citizens. It is a good vehicle for empowering pupils to influence changes in school procedures and developing their sense of citizenship, and is being developed to be managed by the pupils themselves.
79. The management of personal, social, health education and citizenship is very good and helps to support the Christian aims and ethos of the school. There are a wide range of activities for the promotion of pupils' personal, social, health education and citizenship, including after school activities, a residential visit, visitors and visits.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
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	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	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	3

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 management	3

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