

INSPECTION REPORT

FECKENHAM C of E (CONTROLLED) FIRST SCHOOL

Feckenham, Redditch

LEA area: Worcestershire

Unique reference number: 116842

Headteacher: Mrs E Doyle

Lead inspector: Mr K Williams

Dates of inspection: 15th – 18th September 2003

Inspection number: 257291

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	106
School address:	School Lane Feckenham Redditch Worcestershire
Postcode:	B96 6QD
Telephone number:	01527 892756
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Harman
Date of previous inspection:	20 th April 1998

CHARACTERISTICS OF THE SCHOOL

Feckenham is a Voluntary Controlled Church of England First School situated near Redditch. There are 106 pupils on roll, which is smaller than most schools. The attainment on entry to the reception class covers a broad range, but is average overall. The vast majority of pupils are of white ethnic background and there are no pupils learning English as an additional language. Eleven per cent of the pupils have been identified with special educational needs, which is below average, and one pupil has a Statement of Special Educational Need. The school has a stable pupil population, with few joining or leaving the school at times other than the usual point of entry. The number of pupils eligible for free school meals is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	English, Information and Communication Technology, Art and Design, Design and Technology, Geography, History, Physical Education
13874	Jane Chesterfield	Lay inspector	
29989	Pauline Goodsell	Team inspector	Foundation Stage, Mathematics, Science, Music, Religious Education; Special Educational Needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** which provides **good value for money**. The pupils achieve well and make good progress because the teaching is good and they have positive attitudes to their work. The school is well led and managed by the headteacher, senior staff and governors. Overall, standards are above average, particularly in the core subjects.

The school's main strengths and weaknesses are:

- The pupils achieve well in English, mathematics, science, art and music and standards are well above average in reading.
- The teaching is good
- The curriculum meets the needs of all pupils, including those with special educational needs
- The school is well led and managed by the headteacher, senior staff and governors who successfully create a caring ethos in which the pupils want to learn
- Although standards in ICT are rising, they could still be higher
- The teachers' expectations of how the pupils should present their work are sometimes too low
- The facilities for outdoor play and physical development in the Foundation Stage are restricted
- The school has established good links with parents, most of whom are supportive of the school's work

The school has made **good progress** since it was last inspected in April 1998. Standards in reading and writing have improved. The teaching and learning are much more closely monitored and the improvement in curriculum planning means that pupils of all abilities are challenged well. The school's provision for information and communication technology has improved significantly.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	B	A*	A	A
writing	B	A	B	D
mathematics	B	A	C	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Overall, the pupils' **achievement is good**. In the **Foundation Stage, achievement and standards are good**, as most children are on course to achieve the goals they are expected to reach at the end of reception in all areas of learning and a significant number will exceed them. The children are well taught and, as a result, they make good progress. In Years 1 to 4, the pupils **achieve well** and inspection evidence shows that **standards, by the end of Year 2, are well above average in reading and above average in writing and mathematics. By the end of Year 4, standards in English, mathematics and science are above average**, with the pupils continuing to do particularly well in reading. The pupils in Years 1 to 4 attain levels above those expected in art and music. While standards in information and communication technology are rising, they could be higher as the pupils have only benefited from the improvements in provision for the past year or so. In the table above, the A* means that the results were amongst the top five per cent of schools nationally in that year. The results for 2002 compare unfavourably with those of the previous year, particularly in mathematics and science because there was a higher proportion of pupils with significant special educational needs in the year group.

The pupils' personal development, including their **spiritual, moral, social and cultural development, is good**. They have **positive attitudes to school** and to their work and are well motivated and eager to do well, although occasionally some pupils do not present their work neatly. The pupils' **behaviour is good** across the school, during lessons and at break times. The **attendance rate is well above the national average** and the pupils are **punctual**. The pupils' positive attitudes, their behaviour and attendance all have a positive impact on the standards they attain and their progress.

QUALITY OF EDUCATION

The school provides a **good quality of education** for its pupils. The **teaching is good** because the teachers have high expectations of what the pupils are capable of achieving and plan interesting and challenging lessons. The teaching of literacy and numeracy is well organised and the very thorough teaching of reading contributes to the high standards. The pupils use these skills well in other subjects, although they do not always present their work well. The teaching in the foundation stage is good and provides the youngest children with a good start to their education and the pupils with special educational needs are well supported. As a result of the good teaching, pupils of all ages and abilities make good progress, work hard and achieve well.

Overall, the school provides an **interesting curriculum that meets the needs of all of the pupils** and helps them to achieve well. They receive a worthwhile experience in each of the subjects. The school has improved the way that computers are used in other subjects, particularly in English and art but there are too few opportunities in mathematics, science and music. There is a very good range of extra-curricular activities. The **care, guidance and support of the pupils are good** and relationships are very positive. The school has established **good links with parents** and provides good information about how their children are getting on, but there are few formal ways of seeking their views. There are **good links with the local community** and the church.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good**. The headteacher has a very clear vision for the school and a sense of purpose that focuses on raising standards and ensuring that all pupils are able to achieve their potential and, together with the staff and governors provides **good leadership**. The monitoring of standards, teaching and learning is good and contributes to the **good management**. The **governance of the school is good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The **parents have positive views of the school**. They are particularly pleased with the teaching and the way that the school develops their children's individuality. A small number of parents rightly feel that the school could do more to consult with them over important issues. The **pupils are also pleased with the school**. They enjoy lessons and appreciate the help they get from the teachers.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Raise standards in information and communication technology
- Improve the provision for outdoor play for children in the Foundation Stage
- Raise expectations of the way that the pupils present their work

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement across the school is good, particularly in English, mathematics and science. There is no significant difference in the achievement of boys and girls or in the achievement of pupils of different age or ability. **Standards in English, mathematics and science are above average** at the ends of Year 2 and Year 4. **Standards in information and communication technology (ICT) and religious education are in line with what is expected of pupils of this age.** Most children in the **Foundation Stage** achieve the early learning goals in all the areas of learning and a significant number exceed them.

Main strengths and weaknesses

- Standards in reading are well above average at the ends of Year 2 and Year 4 and the pupils achieve very well because of the high priority given to reading by the school
- Standards in other aspects of English and in mathematics and science are above average and, in art and music, they are above what is expected of pupils of this age.
- Pupils of all groups, including the youngest pupils and those with special educational needs, achieve well
- Standards in ICT are improving, but are not as high as they could be

Commentary

1. The school's results in the 2002 national assessments for seven year olds in reading were well above average. They were above average in writing and average in mathematics. When compared with schools in similar circumstances the results in reading were well above average and they were below average in writing and mathematics. Taken over time, the results have varied from year to year due, in part, to the relatively small number of pupils in each year group, although they are consistently higher than the national average. The results for 2002 compare unfavourably with those of the previous year, because there was a higher proportion of pupils with significant special educational needs in the year group. The results for 2003 show an improvement as more of the pupils attained the higher Level 3 than in 2002, particularly in writing.

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

Standards in:	School results	National results
Reading	17.8 (19.0)	15.8 (15.7)
Writing	14.9 (16.3)	14.4 (14.3)
mathematics	16.9 (18.1)	16.5 (16.2)

There were 26 pupils in the year group. Figures in brackets are for the previous year

2. The assessments made of the children when they start school show that, although there is a broad range of abilities, overall the children are of average attainment. The good provision in the Foundation Stage enables the children to make a good start to school; they make good progress and achieve well in all of the areas of learning. Most children achieve the goals they are expected to reach by the end of reception in all six areas of learning and a significant number exceed them.
3. Standards in reading and writing have improved since the last inspection. Standards in reading are well above average because a high priority is given to developing the basic skills and they are very well taught, building on the good start made in the reception class. The teachers keep a

careful check on the pupils' progress and the support given to the pupils by their parents also has a significant impact on their achievement. The school has successfully focused on raising standards in writing, both through literacy lessons and by providing a very good range of opportunities for the pupils to improve their writing in other subjects.

4. As a result of the good provision for English, mathematics and science, pupils of all abilities make good progress and achieve well. The work is well organised and planned rigorously. In mathematics, the effective teaching methods lead to a high level of interest from the pupils and cater well for individual needs. A particular strength in science is the way that the pupils are taught to use and apply scientific knowledge and skills through practical activities. Standards are also above what is expected of pupils at the end of Year 2 and Year 4 in art and design and music, owing to the good teaching in those subjects and the well planned curriculum.
5. Significant work has taken place, particularly in the last year or so, to improve the provision and raise standards in ICT, including improving the stock of computers and providing the teachers with training and support to improve their knowledge and confidence in the subject. As a result, standards are improving, although they remain in line with what is expected of pupils of this age. Most of the pupils are making rapid progress and are achieving appropriately, but, given their good achievement in other core subjects, standards could still be higher.
6. The school has high expectations that the pupils with special educational needs will achieve well in literacy and numeracy. It is successful in reaching this aim because good provision is made for the individual needs of the pupils. In lessons the teachers interact well with the pupils with special educational needs, they ensure that they are fully integrated into the work the class is doing and that any extra support that is provided is focusing on challenging the pupils to achieve well.

Pupils' attitudes, values and other personal qualities

The pupils' rate of **attendance is very good** and their **attitudes to school and behaviour are good**. Their **personal development**, including their **spiritual, moral and social development, is good**.

Main strengths and weaknesses

- The pupils enjoy coming to school
- Their behaviour is good
- The school provides many opportunities for the pupils to take extra responsibility and the pupils make the most of them
- Good strategies support pupils with identified behavioural difficulties and they respond well

Commentary

7. The pupils enjoy coming to school because, as many report, 'it's fun' and they do not want to miss out. Their parents, too, are aware of the value of education and of the school's high expectations for attendance and punctuality, and so they make sure that their children attend regularly and on time. The school consistently achieves levels of attendance which are very high compared with national figures, and the pupils are rarely absent unless they are ill. The pupils' positive attitudes, good behaviour and very high level of attendance have a significant impact on the standards they attain.

Attendance in the latest complete reporting year (%)

Authorised absence

Unauthorised absence

School data	3.1
National data	5.4

School data	0.2
National data	0.5

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

8. In class, the pupils take their learning seriously and try hard to do their best. They listen well and want to have a turn. They are ready to hear others' contributions and value what they say. The pupils like their teachers and want to please them by doing as they are told and following school rules and routines. Outside in the playground, boys and girls of all ages play happily together. The newest, youngest children are confident because they know that the older children are aware of them and will look after them if necessary. There have been no exclusions.
9. The children achieve well in the reception class because the adults have high expectations that they will behave, play and learn well. As a result, there are good relationships among the children and with the adults. The reception children come into school happily and confidently because there are good arrangements in place for them to be introduced to the full school day. They like to learn and they are beginning to concentrate well and persevere to complete a task before they move to a new activity.
10. The school makes good provision for the pupils' personal development and strives to ensure that all pupils are treated fairly. The pupils at the top end of the school are very eager to volunteer for responsibilities around the school, helping to tidy up after assembly, for example, or taking care of reception children at break. They take these duties very seriously. The provision for the pupils spiritual, moral, social and cultural; development is good. Assemblies play an important part in the life of the school, providing moments for prayer and quiet reflection. The pupils learn about the wider world in subjects such as art and music and, in addition, the teachers organise special discussion times, called 'circle time', where the pupils can talk about important issues. The pupils are reminded of the importance of honesty and respect and there are clear guidelines for acceptable behaviour. The pupils respond well to the opportunities to work with partners, or in small groups, and their social development is good. The pupils' understanding of life in a culturally diverse society is reinforced through music, art and dance.
11. The pupils with emotional and behavioural needs are well provided for and supported in meeting their individual targets. This helps them cope with their problems and improve so that they are able to take a full part in school lessons. All of the adults ensure that these pupils are given good opportunities to develop their self-confidence and self esteem.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the school provides a good quality of education. The teaching and learning, curriculum, care, guidance and support and the partnership with parents and the community are all **good**.

Teaching and learning

The quality of **teaching is good** across the school and, as a result, the quality of the pupils' **learning is good**. **Procedures for assessing the pupils' attainment are good**.

Main strengths and weaknesses

- Lessons are well planned and the teaching of reading is very thorough
- The pupils with special educational needs are taught well and there are good procedures for assessing the pupils and tracking their progress
- The teachers do not always expect high enough standards in the presentation of the pupils' work
- The teaching of ICT is improving but too little use is made of computers in mathematics, science and music
- The pupils are not always sufficiently aware of how they might improve their work

- Teaching in the foundation stage provides the youngest children with a good start to their education

Commentary

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	2(6%)	20(61%)	10(30%)	0	0	0

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

- Overall, the quality of teaching is good and this has a positive impact on the standards attained by the pupils and their achievement. This is a view shared by the vast majority of parents. All of the pupils responding to the questionnaire, and those spoken to during the inspection, feel that their teachers are very encouraging and give them a lot of support to make their work better.
- Across the school, the teachers have high expectations of the pupils' capabilities and they ensure that the lessons are well planned to take account of different levels of ability. The teachers and the co-ordinator for special educational needs plan carefully together. The pupils are mainly supported within the classes but are withdrawn on some occasions so that their specific needs can be addressed. The individual education plans for the pupils contain clear targets that are manageable and practical for teachers to implement when support staff are not present. The needs of pupils are well identified by the assessments that are carried out and strategies to address them are then highlighted in the pupils' individual education plans. The staff are equally aware of the needs of the pupils capable of attaining higher levels and they provide good challenge and interesting activities that ensure that all pupils are engaged in the activities. There is a strong sense of teamwork between the teachers and teaching assistants, who carry out the plans diligently. The pupils report that they feel very encouraged by this approach and, as a result, they have positive attitudes, work hard and make good progress.
- The good start made in teaching the children to read in the reception class is built upon well in Years 1 and 2 and reading remains a very high priority. Reading skills are taught carefully and, across the school, reading is promoted effectively as a pleasurable activity. The work done in school is helped by the home/school reading programme, which is supported by the vast majority of parents. This systematic approach results in high standards and achievement from pupils of all ages and abilities.
- Arrangements to assess the pupils' attainment and monitor their progress as they move through the school are very thorough, particularly in the core subjects. Coupled with the school's analysis of the pupils' performance in the national and optional assessments, this information ensures that receiving teachers are well informed about the pupils in their care at the beginning of each school year. Detailed records are kept, which are used well to plan the next step for the pupils' learning. While the use of the information from day-to-day assessments is used to set targets for groups of pupils, often this does not result in them having a clear understanding about what they have to do next to improve their work. In an excellent Year 3 literacy lesson, however, the teacher's marking of their previous work provided the pupils with detailed information of how to improve their writing by using more imaginative vocabulary. They responded well to the teachers' enthusiasm, gained confidence and made rapid progress in their understanding.
- The teaching of ICT has improved due to the good leadership of the co-ordinator and a good range of training opportunities. The way that computers are used in other subjects has also improved, although more remains to be done, particularly in mathematics, science and music.

17. Occasionally, across the school, the teachers' expectations of how the pupils' present their work in books are not high enough and untidy work is sometimes accepted.
18. The teaching in the Foundation Stage has a number of strengths enabling the children to make a good start to school, make good progress and achieve well. The teacher and the teaching assistant plan the work carefully to ensure that there are opportunities for the children to have access to all six areas of learning and to the literacy and numeracy strategies. The teaching of basic skills is particularly well planned and this results in the good progress seen in learning to read and in number work. The teaching assistant makes a significant contribution to helping the children to behave well and concentrate on the challenging activities. The adults help the children to feel secure, gain confidence and communicate with others with a good balance of activities led by the adults and those selected by the children. The school has made good arrangements to check what the children know, understand and can do and the information is well used to plan the next steps children need to take in their learning.

The curriculum

The **curriculum is good** and provides a broad range of opportunities that ensure progression in learning for all of the pupils. It provides **very good opportunities for enrichment**, including extra-curricular activities. The quality and quantity of **accommodation and resources are satisfactory** and generally meet the needs of the curriculum.

Main strengths and weaknesses

- The curriculum is well planned and implemented and the key issue from the previous inspection report has been addressed well
- The school offers very good experiences to pupils to enrich the curriculum
- The children in the Foundation Stage have good access to all six areas of learning and the literacy and numeracy strategies; they make good progress and achieve well
- There are too few opportunities for the children in the Foundation Stage to develop their outdoor play skills

Commentary

19. The school has made good progress in addressing the weakness relating to curriculum planning, identified at the time of the last inspection. The planning of the curriculum is coherent and well organised; it promotes the successful teaching seen and contributes to the good standards achieved across the school.
20. A strength of the school is the way in which the staff works hard and enthusiastically to provide the pupils with an enriched curriculum. The curriculum is planned to include visits and visitors who enhance and extend the learning of the pupils within lessons. In addition, through the organisation of a very wide range of opportunities to participate in sport, the arts and other interests outside of the school day, the personal development of the pupils is encouraged and expanded. Many pupils, of all ages, take advantage of these opportunities.
21. The good provision for the children in the reception class means that they get a good start to their education and this is also a strength of the school. The classroom and the outside area are well organised and used to encourage the children to become involved in the well planned activities led by the adults and those chosen by the children. The school has recognised that the outdoor play facilities need to be improved, as there are no opportunities for the children to climb and balance or develop their skills on wheeled outdoor equipment on a regular basis, and has plans to improve this provision.

Care, guidance and support

The **care, welfare, health and safety of the pupils are good** and the school gives them **good support and guidance**. **Consultation with the pupils is satisfactory**.

Main strengths and weaknesses

- Relationships between the adult and pupils are very good and the staff know the pupils very well.
- The school provides well for those pupils with special educational needs
- There are not enough formal opportunities for pupils to give their views
- The procedures for helping new pupils settle into school are good

Commentary

22. The good quality of care, guidance and support given to the pupils makes a positive impact on the standards attained and enables them to achieve well. The key to this success is the approach of the staff. Everyone working in the school takes a great deal of trouble to treat the pupils fairly and sympathetically. They feel involved in the life of the school and very confident that they have someone to turn to if they have problems. Many children responding to the questionnaire felt that the best thing about the school was their teacher. This is borne out by the positive and warm relationships in each class. Even at this early stage of the term, the staff have got to know the pupils and their needs quickly and have thought about how to meet them. Personal, social and health education lessons are used well to help develop the pupils' social skills and foster relationships with their classmates. If a child is hurt or unwell, the staff administer first aid sensitively and with a minimum of fuss, so that the child quickly recovers and gets back to his work or play.
23. Good relationships with the local nursery and playgroups help to make the induction of new reception children a smooth process. A well tried programme of visits before and after transfer ensures that the children get used to their new environment, without missing their old surroundings too much, and are able to settle to the new work and routines as quickly as possible. The new children in the reception class have settled in well. There are good arrangements for the day-to-day exchange of information between parents, carers and the school staff and for the children to leave school safely in the care of a known adult. The meetings arranged for parents answer their questions and put their minds at rest, and the home-school liaison booklet is a helpful reference point.
24. The school makes good provision for the pupils who have a Statement of Special Educational Need and the pupils receive good support. The special educational needs co-ordinator, teachers and teaching assistants are fully committed to helping these pupils to make progress in meeting their targets and play a full part in school activities. The pupils learn to make their own contributions to the review of their targets and to the establishment of the new ones. There are good links with outside agencies to support the pupils and teachers.
25. The school listens well to pupils' individual views and ideas, but it does not have formal systems for regularly seeking pupils' opinions on school life as part of its improvement planning process. Although each class has 'circle time' sessions, these are generally used to solve problems and to enable the pupils to 'show and tell' their classmates things that interest them. They are rarely used as a forum for gathering ideas.

Partnership with parents, other schools and the community

The school has **good links with parents and the local community**, and **satisfactory links with other schools**.

Main strengths and weaknesses

- The headteacher and staff are readily accessible to parents and work well with the parents and carers of the pupils with special educational needs
- The school provides good information for parents about what is taught
- Parents are not consulted systematically about school development
- The school works closely with the church and the village community

Commentary

26. The school welcomes parents and gives them the chance to talk to their child's class teacher on a daily basis. This means that any academic or pastoral concerns on either side can be quickly aired at an early stage. The headteacher and the other staff are also happy to meet parents more formally and there are consultation evenings each term. The reception class teacher builds on the work done at the nurseries and playgroups from which the children transfer into school. The school staff are readily available to discuss with parents and carers any problems affecting their children and there are regular parents' evenings arranged to cover the overall progress made by the children.
27. The parents of pupils with special educational needs are invited to contribute to and attend the reviews of the progress their children are making. The parents and carers of pupils are always made aware of the targets set for their children in their individual education plans. Suggestions are made about support that can be given at home to extend the work being done in school and the contributions made by the parents helps to promote the good progress and achievement of the pupils.
28. Each term, every teacher sends out leaflets to parents, explaining the work to be covered. These give very helpful guidance on what children will be learning at school and how parents can help at home. In conjunction with the home-school liaison booklet, they give parents a good idea of the school's approach to teaching and learning and the daily routines of the classroom. Parents are very keen to support the school and their children's learning, and this information helps them to do so.
29. The school is a central part of the village community and draws on its resources wherever possible. Links with the church are especially strong and underpin the school's Christian ethos. Villagers support the school as governors and helpers, and teachers make use of the locality in art, design and technology, history and geography. Year 1 pupils, for example, recently sketched houses in the village as part of their work in design and technology.
30. Although the school listens carefully to parents' individual concerns and views, it does not seek their opinions regularly or systematically as part of its school improvement process. There is no parent teacher association to make decisions about fund raising.

LEADERSHIP AND MANAGEMENT

Overall, the **leadership and management of the school are good**. The **leadership is good**, **management is good** and **governance is good**.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school's development and a sense of purpose

- Good progress has been made in addressing the issues since the last inspection
- The school leaders set a good example to staff and pupils and there is a strong sense of team work
- The curriculum is well led by subject co-ordinators
- The school benefits from the support and commitment of the governing body

Commentary

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	277,658	Balance from previous year	22,424
Total expenditure	272,877	Balance carried forward to the next	4,780
Expenditure per pupil	2,555		

31. The headteacher provides good leadership and is well supported by a dedicated staff and effective governing body. She has a very clear vision for the school that focuses on raising standards and ensuring that all pupils are able to achieve their potential. A strong feature is the way that teamwork is encouraged and promoted. This is evident in the partnership between the headteacher and deputy headteacher, in the way that the staff provide support and guidance in their roles as subject co-ordinators and also in the way that teachers and teaching assistants work together closely. All the staff and adults who have day-to-day contact with the pupils reflect the school's aims well, ensuring that they support and are committed to maintaining strong working relationships and include all of the pupils in all activities. The school promotes racial equality well and the commitment to an inclusive education is clearly reflected in all its work.
32. In this positive environment and with the good role models set by the staff, the school is a calm and purposeful place and lessons run smoothly and productively. As a result, all of the pupils work hard and achieve well. Standards have improved since the last inspection, particularly in reading, where they are well above average, and writing, and good progress has been made in addressing the weaknesses identified at that time. Teaching and learning are monitored closely, which is having a positive impact on ensuring a consistent approach; curriculum planning and the way in which day-to-day assessments are used are much improved, providing challenge for pupils of all abilities. The special educational needs co-ordinator is thorough and well organised. The governors are supportive of the work done with the pupils with special educational needs. They provide extra resources of teaching and support that are contributing well to the good overall progress and achievement of these pupils.
33. The governors have a clear sense of what the school is doing well and are actively involved, through the work of committees and the participation of individual governors in the life of the school, in identifying areas for improvement. The school is well managed and benefits from the good support of the administrative assistant who ensures that day-to-day routines run smoothly. Finances are used well to promote the school's aim of having single age classes. Whilst the principles of best value are generally used when making major purchases, and staff and governors are appropriately involved, there are few ways of formally seeking the views of parents and the pupils on important matters.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in each of the areas of learning is good and they are well led and managed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- Teaching is good with many strengths

Commentary

34. The children join the school with a range of personal, social and emotional development but overall it is of an average level. They settle quickly and happily and the teacher makes sure that they have a clear understanding of what is expected of them. As a result, most of the pupils achieve well and attain the goals they are expected to reach by the end of reception and a significant number will exceed them. They develop positive attitudes to learning and they know the classroom routines well. The teaching of this area of learning is good and the teacher and teaching assistant have high expectations of the children's behaviour and their ability to take care of themselves. They ensure that all pupils, including those with special educational needs, are able to take part in all of the activities and achieve well. By the end of the reception year the children's personal and social skills have developed well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. They speak confidently to adults and each other. The children behave very well, persevere well with tasks and try hard to think things through for themselves. Good relationships quickly develop between the adults who work in the reception class and the children.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- Teaching is good with many strengths, including the teaching of reading
- Assessment is thorough and the information is well used to plan the next steps children need to take in their learning
- There are too few opportunities for the children to write independently

Commentary

35. When the children first start school, they bring with them a wide range of language skills but overall it is average. The teacher has high expectations that the children of all abilities will participate fully in the activities provided. This means that all the children make good progress in gaining communication, language and literacy skills, they achieve well and will reach the expected goals at the end of reception. Many will exceed them. The children listen well, and respond positively, to the adults in the reception class. They are given good opportunities to respond to events in stories such as 'Goldilocks and the Three Bears'. The teacher is good and extends the children's vocabulary well. There is a good range of opportunities for the children to use and develop speaking and listening, for example by taking on different roles or using puppets to re-enact stories. The teacher develops and builds on the children's early reading through the sharing of books and stories and by giving the children the skills to sound out letters and words. By the end of the reception year, a good number of the children read fluently and are able to retell stories they have read. Many of the children know the individual letters of the alphabet by name and sound. They recognise, read, and can write their names. On some occasions tracing and

copy writing are over used which limits the progress of some children in writing unfamiliar words for themselves.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- Teaching is good with many strengths
- Assessment is thorough and accurate
- Resources for teaching and learning are well prepared

Commentary

36. The teaching of basic numeracy skills is good because it harnesses the children's natural enthusiasm for counting and using numbers. As a result, the children make good progress and achieve well in their mathematical development. Most will achieve the goals children are expected to reach by the end of reception, with many exceeding them. The teacher uses a good variety of activities and resources to make the learning fun. This has a positive impact on the children's achievement and helps them to make good progress. The children learn through practical experiences and by singing and acting out rhymes which demonstrate the early stages of addition and subtraction. By the end of the reception year most of the children can write number sentences to record their working out and have a good vocabulary to describe mathematical features such as taller, shorter and longer. The assessment of the children's progress provides clear information about how well they are doing, which is used well to plan the next steps for their learning and this, too, helps to promote the good progress and achievement seen.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- Teaching is good with many strengths
- Resources for teaching and learning are well prepared
- The children are making good progress in learning to use computers
- This area of learning makes a good contribution to the children's spiritual, moral, social and cultural development
- There are too few opportunities for the children to make choices and decisions about the activities

Commentary

37. The children make good progress and achieve well in this area of learning. The majority will reach the early learning goals and a significant number exceed them. The teaching is good. The staff plan the work carefully to ensure that there are good opportunities for the children to have access to the different strands within this area for learning. These are fostered and enhanced by visits and visitors, such as when the 'animal person' shows and talks to the children about a range of animals.

38. The children are given good opportunities to use computers in many areas of the curriculum. They know how to use a program to choose colours, characters and objects and use the mouse confidently to point, click and drag objects into a picture. The children can recognise the changes in themselves since they were babies and they know that living creatures develop through stages of change and growth. They often participate in whole school activities and have good opportunities to learn about the faith and customs of Christianity as well as other religions, cultures and traditions. Occasionally too much support is given to the children in some of the activities and there are too few opportunities for them to make choices and decisions about their

work. This limits their progress in developing independence in thinking things through for themselves.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- The teacher plans well to make the best use of the present indoor and outdoor facilities to develop the children's physical skills and their personal, social and emotional development
- The school does not have the right kind of climbing apparatus for the children in the Foundation Stage
- Opportunities for enabling the children to carry out independent tasks are limited by the school's buildings

Commentary

39. The children make good progress, achieve well and are in line to reach the early learning goals. This is because the teacher ensures that the children have opportunities to run, skip and jump within the context of physical education lessons. The children show a good awareness of space. They can interpret and follow instructions and they respond well when asked to move in a variety of ways and make different shapes. The children take care not to harm each other when playing. By the end of the reception year, the children can dress and undress themselves independently with occasional help with fasteners. They use paintbrushes, pencils and scissors with care and precision and have further opportunities to develop physical control through joining together pieces when completing jigsaws, using construction sets and building models. As a result of the restricted outdoor play area available for the reception children, opportunities to develop their skills on wheeled outdoor equipment are limited to timetabled sessions and they have no regular access to equipment to climb and balance. This limits the children's achievement in climbing and balancing and restricts the opportunities for them to make choices about their activities. The school is aware of this issue and has suitable plans to improve the provision in the near future.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- Teaching is good with a good range of planned creative experiences linked to the early learning goals
- There are too few opportunities for the children to develop independence and confidence in their own creativity

Commentary

40. The children achieve well in this area of learning and most reach the goals expected of children by the end of reception. They enjoy art, story and imaginative play and have opportunities to listen, participate and respond to a range of music. They sing and join in songs with actions competently and enthusiastically. The children know a good range of colours and they paint with enjoyment, confidence and some skill. Materials such as sand and water are available for children to explore on a daily basis. Resources for indoor and outdoor role-play situations are regularly provided and the children enter imaginatively into acting stories such as 'Goldilocks and the Three Bears' or making monster masks in response to hearing the story of 'Not Now Bernard'. Much of the work is directed by the teacher and carefully structured. As a result, the children make good progress in learning the necessary skills. However, there are too few opportunities for the children to select their own materials and choose which of their skills they should use, which slows the development of their independence.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the end of Year 2 and Year 4 the pupils attain above average standards in speaking, listening and writing; standards in reading are well above average
- Teaching and learning are good, and reading, in particular, is very well organised
- The teachers do not always expect high enough standards in the presentation of the pupils' work
- There are too few opportunities for the pupils to use research skills independently

Commentary

41. The standards attained by the pupils in reading and writing have improved since the last inspection and the pupils in all classes, including those with special educational needs, achieve well. This is because the school places a very high priority on teaching the pupils to read and has successfully worked to raise standards in writing. The subject is well led. The headteacher, acting as co-ordinator, has a good overview of the work taking place, ensures a consistent approach to the teaching of the basic skills and promotes a love of reading very well. The teaching of reading builds upon the good start made by the children in the reception class. There is a clear focus on providing the pupils with the skills to sound out unfamiliar words and use clues from pictures and the context of what they are reading. The reading scheme is well organised and the teachers keep a close eye on how well the pupils are doing. The support provided by parents at home plays a major part in the very good progress made by the pupils and enables them to achieve very well. As a result, the pupils read accurately and confidently and have very positive attitudes to reading; older pupils in particular enjoy talking about their favourite authors and stories.
42. The school has focused on teaching the pupils the strategies they need to improve their writing, often using models of good writing provided by the teachers. This, together with the good range of opportunities for the pupils to develop their writing in other subjects, such as science and history, has had a positive impact on the standards attained, which are now above average. Standards in speaking and listening are above average, which is a similar position to the last inspection. The pupils respond well to the many opportunities for them to ask and answer questions, offer opinions and listen to others in the discussions in literacy sessions and lessons in other subjects. The teachers have a good knowledge of how pupils develop their literacy skills and implement the National Literacy Strategy well. They have high expectations of what the pupils are capable of achieving and the lessons are brisk and enjoyable. The teachers know their pupils well and they gather good information about how well they are doing. This information is well used to ensure that pupils of all abilities receive appropriate support and challenge. The teachers ensure that all pupils are able to take part in lessons and make good progress. Those with special educational needs receive good support from the teachers and teaching assistants which contributes significantly to their progress towards their particular targets.
43. Although there are many opportunities for the pupils to develop their writing skills in lessons in other subjects, some of the work in their books is untidy. Given that most of the pupils are capable of writing neatly, the teachers do not always expect high enough standards of presentation from them. A more consistent approach is needed across the school to ensure that expectations of this aspect are high enough. Many pupils used research skills during the inspection. However, the preferred method is for the teachers to gather together a suitable collection of books to be referred to by the pupils during the lesson, which limits the opportunities for the pupils to use these skills without the help of adults. Older pupils used the internet well on

the laptop computers in their classrooms to gather information, but very few pupils used the library to gather information. This limits the opportunities for the pupils to develop these important skills independently, without the direct supervision and support of the teacher.

Language and literacy across the curriculum

44. Very good use is made of the pupils' literacy skills in other subjects. This has a positive impact on the pupils' achievement in English and on the progress they make in other subjects. There are many opportunities for them to read a variety of texts, non-fiction books and when finding information on the internet. For example, Year 4 pupils found out about the Roman invasion of Britain in their history lesson, reading and making sense of quite complex texts to extend their understanding of this period. They respond well to the many opportunities to write at length, including reports and accounts in subjects such as science and history. The pupils' speaking and listening are promoted through the many discussions at the beginning and end of lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 2 and Year 4, standards in mathematics are above average and the pupils achieve well
- Teaching and learning in mathematics are good
- The assessment of the pupils' work and the use made of assessment information have improved, although the pupils do not always know what they have to do to improve
- The teachers do not always expect high enough standards in the presentation of the pupils' work
- There are too few opportunities for the pupils to use computers in mathematics lessons

Commentary

45. The standards attained by the pupils in mathematics are above average and the pupils, including those with special educational needs, achieve well. This is a similar picture to that found at the time of the last inspection. The quality of teaching is good and this has a positive impact on the pupils' achievement. Lessons are well planned, with clear objectives for what the pupils are expected to learn. The teaching assistants are well briefed and make a significant contribution to the pupils' achievement particularly in the support they provide for practical activities.
46. The teachers have high expectations of what the pupils are capable of achieving and they provide a good level of challenge for pupils of different levels of ability. Those pupils with special educational needs are supported well to ensure that they achieve well and are able to work towards their specific targets. The pupils capable of attaining higher levels also achieve well because there is a good level of challenge to meet their needs. This was seen to good effect in a very effective lesson in Year 1 where the pupils made brisk progress in learning about doubles because pupils of all abilities were included and encouraged to do their best. The teacher had a clear view of how each child was progressing and was able to move the more able children further than had been originally planned. These effective teaching methods lead to a high level of interest from the pupils and they work hard, although occasionally some pupils present their work untidily. They do not always use the squares provided in their books to help them record their work and this leads to unnecessary errors, which sometimes slows their progress.
47. The procedures for assessing the pupils' attainment and tracking their progress are good and have improved since the last inspection. The information gained is used to group pupils and set them targets. The day-to-day marking of the pupils' work is carried out accurately and conscientiously by the teachers, although the comments do not give the pupils enough

information to enable them to know what they need to learn next and what they should do to achieve this.

Mathematics across the curriculum

48. There is a good emphasis on helping the pupils to use the skills that they learn in mathematics lessons. For example, the pupils' progress in science benefits from them being able to measure using various scales and units of measurement, to record findings from experiments and to display data about conclusions reached. The planning and use of information and communication technology have improved since the last inspection but there are still too few opportunities for their use in mathematics. While computers are occasionally used for data handling, their use is not yet planned for systematically.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By the end of Year 2 and Year 4, the pupils' attainment in science is above average and they achieve well
- Teaching and learning in science are good
- The assessment of the pupils' work and the use made of this information have improved, but the work planned for the pupils does not always take into account their prior attainment
- There are too few opportunities for the pupils to use computers in science

Commentary

49. The good provision in science ensures that the pupils, including those with special educational needs achieve well and make good progress. The science curriculum is well organised and includes all areas of the National Curriculum. The teaching is good and results in a high level of interest from the pupils. The teachers have a good knowledge of the subject, which enables them to ask probing questions and give clear explanations. This helps promote a good level of understanding amongst the pupils and ensures that any misunderstandings are dealt with quickly.
50. A particular strength is the attention paid to giving the pupils practical activities, in which they can use and apply their scientific knowledge, skills and understanding. In the best lessons seen the teachers have high expectations of the pupils and challenge them to think things through for themselves. The older pupils are often expected to design their own experiments to test and try out their ideas. For example, in a Year 4 lesson, the pupils made good progress in developing their understanding of how some materials are better insulators than others. The good teaching in this lesson ensured that pupils of different levels of ability achieved well.
51. Since the last inspection, although standards are similar, the ways in which the pupils' progress is assessed and tracked have improved. Occasionally, the information gained is not used sufficiently well to plan work at the correct level for all of the pupils, enabling it to challenge consistently the most able pupils, whilst reinforcing the knowledge and understanding of the least able. On occasions when the teacher uses her knowledge of what the pupils have learned previously to meet the needs of different groups of pupils, for example in a good Year 1 lesson, the pupils make rapid gains in their understanding.
52. The pupils have some opportunities to use information and communication technology skills. For example, the pupils in Year 2 entered information about their own diets into a computer program. They were able to display, using a pie chart, the amount of food in each category they

had eaten during one day and, following this, they began to identify the main features of a healthy diet. Across the school, however, there are too few opportunities for the pupils to use computers in science lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils' standards of attainment are in line with what is expected at the end of Year 2 and Year 4 and they achieve appropriately
- The subject is well led and managed by the co-ordinator
- The teachers' knowledge and confidence in the subject has improved although there is still more work to be done
- Although standards are rising, and great strides have been made, they could still be higher

Commentary

53. The standards attained by the pupils are in line with expectations at the end of Year 2 and Year 4 and their achievement is satisfactory. The pupils, including those with special educational needs, make sound progress. The school has worked hard to improve the provision for ICT and has identified the need to raise standards still further. Under the good leadership of the co-ordinator, a range of strategies has been implemented successfully, particularly in the last year or so. Good progress has been made, but the school recognises that more work still remains to be done.
54. The school has invested heavily in purchasing laptop computers, which are moved from class to class as necessary. This works well, and ensures that the use of computers is becoming a regular and natural part of many lessons. Coupled with an improvement in the teachers' knowledge of the subject and confidence in teaching it, largely through school-based training and support, this improvement in provision is having a significant impact on the standards attained by the pupils and their achievement. Good teaching was seen in two of the three lessons seen during the inspection. In both cases, the teachers had high expectations of what the pupils were capable of achieving and moved them forward briskly in their learning. They had a good knowledge of what was being taught, which enabled them to ask probing questions and provide good support to pupils of all abilities. As a result, the pupils in these lessons made good progress and achieved well. In addition to the laptop computers, the school has purchased a multi-media projector, which is used to make presentations in a range of subjects. Where the teacher is confident about using this equipment, it makes a positive contribution to the pupils' progress and enhances their understanding. Occasionally, and particularly where the teacher is not confident in its use, technical difficulties disrupt the lessons and slow the pace of the pupils' learning.
55. Pupils of all ages switch on and access the programs they need confidently, use basic keyboard and mouse skills well and are making good progress in acquiring new skills. For example, pupils in Year 1 learned how to change the style and size of letters and correct their errors. These pupils had a thirst for knowledge and progressed rapidly through the work, guided carefully by the teacher and teaching assistant. By Year 4, the pupils have a more sophisticated understanding of how they can manipulate text, for example by modifying a poster to make it more attractive. The pupils experience a broad range of activities, in line with the requirements of the National Curriculum.
56. As a result of the improvement in provision, standards are rising. However, as the pupils have benefited from these improvements for only a short period of time, the standards remain in line with what is expected of pupils of this age, which is similar to the last inspection. Given the

pupils' success in other subjects, particularly in English, mathematics and science, standards could still be higher. This is recognised by the school and there is already evidence that many of the younger pupils are attaining good standards. The co-ordinator has a good knowledge of the subject and there is a clear plan of action to secure further improvement.

Information and communication technology across the curriculum

57. Part of the school's recent focus has been to improve the use of ICT, including the internet, in other subjects and there are suitable plans to continue this development. This is proving to be successful and there are examples of successful work in lessons in a range of subjects, including English and art. While other subjects benefit from the regular use of computers, there is still scope for development in mathematics, science and music.

HUMANITIES

Only one lesson was seen in geography and two in history. The evidence from these lessons, from the teachers' planning and from a sample of the pupils work indicates that the curriculum for these subjects is well planned to meet the needs of the pupils. The work in history, in particular, helps the pupils improve their writing skills. No lessons in religious education were observed during the inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is good coverage of the locally Agreed Syllabus for religious education
- The subject makes a good contribution to the pupils' spiritual, moral, social and cultural education
- Good use is made of literacy skills in religious education
- There is too little use made of computers in the subject

Commentary

58. Standards are in line with the requirements of the locally Agreed Syllabus for religious education, which is a similar picture to the last inspection. Most pupils, including those with special educational needs, make sound progress and their achievement is satisfactory. The pupils develop a satisfactory knowledge and understanding of Christianity and other religions such as Judaism and Hinduism. They make satisfactory progress as they learn about famous people who have changed the society in which they lived such as Gandhi, Lord Shaftesbury and Dr Barnardo. They consider how different people view life and use religion to guide their way of living. The pupils develop a sound understanding of the use of symbols in different religions and how special places can affect people. Many can identify places that are special to themselves and explain why. The work in religious education lessons makes a good contribution to the pupils' achievement and the progress they make in developing their literacy skills. For example, they have opportunities to retell stories and explain ideas in their own words and writing.

59. Visits out of school, and visitors to the school, enhance the pupils' knowledge and understanding of religious ideas and customs. Through the work in lessons and events such as assemblies and visiting the local church, the pupils have good opportunities to develop their spiritual, moral, social and cultural education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in each of design and technology and physical education. The evidence from these lessons, and from the teachers' planning, indicates that each has a worthwhile and well planned curriculum that focuses on developing the pupils' skills as they move through the school. The very good range of extra-curricular sporting activities makes a significant contribution to the school's provision.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above the expectations of pupils at the end of Year 2 and Year 4
- The teaching of art and design and the pupils' learning are good
- Computers are used well in art and design lessons
- There are too few opportunities for the pupils to use their skills in more open-ended and creative ways

Commentary

60. The pupils attain standards in art and design that are above those expected of pupils of this age, which is an improvement on the situation at the time of the last inspection. Across the school, pupils of all abilities, including those with special educational needs, achieve well and there are many examples of good quality art work on display. The pupils in Year 1 build on the good start that they made in reception as they learn to paint, print and make patterns. The good progress continues in Year 2. The pupils know some of the similarities and differences in local buildings and they produce attractive prints and collages. Those in Year 3 have experimented with tone to create good portraits and those in Year 4 use the computer well in lessons. The pupils have also benefited from an 'artist in residence' when they made ceramic tiles, which are well displayed in the school. This gives the pupils an understanding of how an artist works and helps their knowledge of the work of other famous artists. Under the good leadership of the co-ordinator, the pupils learn the skills systematically and build on their previous learning. As a result, the pupils make good progress and they achieve well.
61. The quality of teaching in the two lessons seen during the inspection was very good in Year 1 and good in Year 4. The evidence from teachers' planning and the work on display indicates that the teaching is good overall and that the skills are well taught. Strong features of the best teaching were the teacher's knowledge and confidence and sharp planning with a clear focus on what is to be learned. The teacher's enthusiasm rubbed off on the pupils, who were very interested in drawing self-portraits and sustained excellent concentration and a high work rate throughout. As a result, the pupils produced good quality work and achieved well.
62. Across the school there are many examples of the good use of computers to enhance the pupils' learning, including the use of a paint package to generate pictures and patterns. While the pupils use their skills in other subjects, for example when studying two-dimensional shapes in mathematics, much of the work seen is largely based on providing illustrations to enhance their work. There are too few opportunities for them to use their skills in more creative and imaginative ways, for example by making their own choices and decisions about what they create and by exploring the possibilities and limitations of different techniques.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards in music above those expected nationally
- The work planned does not always take sufficient account of the needs of the pupils
- The school makes good use of a specialist music teacher and there are good opportunities for all pupils to learn to play an instrument
- Insufficient use is made of computers in music

Commentary

63. Standards have improved since the last inspection. Throughout the school, the pupils enjoy singing a wide repertoire of songs and hymns; they sing tunefully and with expression. By the time they leave the school, the pupils have had good opportunities to devise simple compositions, play a range of tuned and untuned percussion instruments and evaluate their performances. They make good progress in learning, understanding and applying musical terms. There are opportunities to listen to a wide range of musical styles which pupils do with attention and enjoyment.
64. The teachers have clear plans for what they want the pupils to learn and make good use of resources such as taped music and a range of instruments. Where the best teaching was seen, the teacher had good knowledge and understanding of the music curriculum and how to teach it. This enabled the pupils to make good progress in playing tuned percussion instruments to accompany the piano and devise their own variations using pentatonic scales. The school has several teachers with musical knowledge and skills. They use their talents well to take music lessons, teach the recorder and prepare the pupils for performances for the parents and friends of the school.
65. The school is following the national guidelines on what to teach in music lessons. It has introduced a commercial scheme of work to support the music curriculum and it provides CDs to extend the teachers' repertoire of musical provision for the pupils. However, the work planned in lessons does not always take sufficient account of the pupils' differing abilities, with the preferred method being to plan similar activities for all pupils. On these occasions, there is a lack of challenge, particularly for the more able pupils, which limits the development of their creativity and imagination. Good use is made of the projector and screen to display video clips of Indian hand dancing and the pupils in Year 3 have used a music package on the computer, but the school does not yet use ICT fully in music lessons.
66. The school enhances the opportunities the pupils have to participate in musical activities by making available a good range of activities outside normal lessons. For example the school ensures that the pupils have opportunities to experience live music played by visiting musicians. The school makes effective use of a peripatetic teacher to provide weekly lessons in playing brass instruments, which are paid for by the parents. These features taken together with the class music lessons and assemblies ensure that the musical curriculum makes a good contribution to the pupils' spiritual, social and cultural development. The teaching makes good use of the traditional percussion instruments available and there is a suitable range of instruments from other cultures and musical traditions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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