

INSPECTION REPORT

RODINGS PRIMARY SCHOOL

Leaden Roding

LEA area: Essex

Unique reference number: 115266

Headteacher: Chris Yates

Lead inspector: David Cann

Dates of inspection: 13th – 16th October 2003

Inspection number: 257344

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:	Foundation
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	227
School address:	Leaden Roding Dunmow
Postcode:	CM6 1PZ
Telephone number:	01279 876288
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Appropriate authority:	Governing body
Name of chair of governors:	Bernard Lawrence
Date of previous inspection:	27th April 1998

CHARACTERISTICS OF THE SCHOOL

Rodings Primary is a school for pupils aged 4 to 11 years. They are drawn from seven local villages and the surrounding rural area. They come from a wide range of socio-economic backgrounds and their skills on entry are broadly in line with those expected nationally. All the pupils are from a white British heritage. The proportion eligible for free school meals (10.5 per cent) and the proportion of those with special educational needs (15 per cent) are in line with the national average. No pupils come from ethnic minority backgrounds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20009	David Cann	Lead inspector	English, geography, history and physical education
09542	Brian Jones	Lay inspector	
25775	Vivien Wilson	Team inspector	Foundation Stage, science, art and music
32106	John Zealander	Team inspector	Mathematics, information technology, design and technology, religious education and special educational needs

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Rodings Primary School provides a **sound quality of education** in a supportive and caring environment. Pupils have enthusiastic attitudes to learning and develop interests in a good range of activities. They attain the standards expected for their age by Year 6 and achieve at a satisfactory level. The headteacher gives the school strong leadership. The school represents satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils enjoy school, and their behaviour and relationships are very good. Older pupils make a valuable contribution to school life, and pupils are thoughtful and helpful to one another
- The headteacher and staff work together well as a team and encourage pupils to contribute positively to the school community
- Staff provide good advice and guidance for pupils, which help them to develop very positive attitudes to learning
- Pupils' knowledge and use of information and communication technology are good
- Pupils with special educational needs are given good support which helps them to make good progress
- While overall achievement in literacy and numeracy is sound, pupils' writing skills are lower than expected
- Management responsibilities are not evenly distributed to ensure that all subjects are well developed
- Children at the Foundation Stage do not have enough scope to develop imaginative and speaking skills in creative and play activities

The school has made sound progress since the last inspection. Standards of attainment have been improved in line with the national trend. The quality of teaching and learning has been improved, but subject management is less well arranged. The main issues from the report have been addressed and the school has extended pupils' personal and social development well. Resources at the Foundation Stage have been improved but teaching needs to make better use of them.

STANDARDS ACHIEVED

Year 6 results

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

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

Overall, pupils' achievement is sound. Year 6 test results in 2003 show that pupils attained average levels in English, just above average levels in mathematics and just below average levels in science. Given the prior attainment of these pupils, their achievement was satisfactory overall. Current pupils are achieving satisfactorily in all areas except writing where standards are below average. Pupils' attainment in information and communication technology is above expectations and pupils achieve well in history and physical education. Attainment is sound in all other subjects.

Pupils achieve well in reading by Year 2 and test results in 2003 were well above average. Pupils do not achieve as well in their writing, although results in 2003 tests were in line with the national average. In mathematics and science, achievement is sound. Pupils make good use of information and communication technology and develop skills well. Attainment in other subjects is sound. Children at the Foundation Stage progress soundly in all areas of learning but they have insufficient opportunities for developing their language and imagination.

Attendance and punctuality are **good**.

Pupils have **very good** attitudes, behaviour and relationships which reflect the **very good** spiritual, moral, social and cultural provision. The school provides **good care, guidance and support** for pupils.

QUALITY OF EDUCATION

The quality of education is sound.

Teaching and learning are satisfactory overall. Relationships are very good and staff provide good support for pupils with special educational needs. Very good lessons stimulate pupils' application and interest. Less successful lessons lack crisp focus and do not allow pupils enough time to complete tasks. Teaching at the Foundation Stage is sound but does not give children enough creative and play activities.

The curriculum provides a good range of learning. Teachers ensure that pupils enjoy a variety of interesting experiences in lessons and supplement these with a good range of visits and visitors to stimulate learning. The school has good links with the community and extends pupils' experience well through extra clubs and sporting activities. Accommodation is very good and well used.

LEADERSHIP AND MANAGEMENT

Leadership is good. The headteacher monitors the school's performance closely to set a clear agenda for improvement. **Management is sound.** The school is run well on a day-to-day basis, but the allocation of subject responsibilities places too much burden on some individuals. **Governance is good.** Governors are very supportive of the school, understand its strengths and weaknesses well and have a positive impact on school developments.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has **good links** with parents. They are pleased with the contact they have with the school. Pupils are very positive about school and talk about it with pride.

IMPROVEMENTS NEEDED

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

- raise pupils' attainment in writing throughout the school;
- improve the quality of education for children at the Foundation Stage by increasing their range of practical activities and opportunities to learn through play;
- re-examine management responsibilities to strengthen subject leadership.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils' achievement is sound throughout the school in all areas except writing, where attainment is lower than average.

Main strengths and weaknesses

- Year 2 pupils achieve good levels in reading through well-organised activities and teaching.
- Pupils with special educational needs achieve well throughout the school.
- Attainment in information and communication is good.
- Pupils attain good levels in history and physical education.
- Writing skills are lower than expected throughout the school.
- The proportion of Year 6 pupils achieving high levels in science is lower than average.

Foundation Stage

1. Children's skills on entry to the school are generally in line with those expected and they make sound progress to attain the expected standards by the end of reception. Children reach the Early Learning Goals in all areas of learning and their achievement is similar to that observed at the last inspection. Children make good progress in reading and their physical development has improved with a greater range of outdoor activities. However, there is still room to improve children's creative and imaginative development with more opportunities to explore materials and make their own discoveries.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Satisfactory
Communication, language and literacy	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Key Stage 1

2. **Pupils' achievement by Year 2 is good in reading, sound in mathematics but weaker in writing.** Pupils' attainments have improved since the last inspection at a faster rate than the rising national trend. Test results in reading are well above average but have not been matched in writing where attainment is average. The achievements of current pupils confirm this. In mathematics, test results have improved considerably since the last inspection, although in 2001 and 2002 they were below the national average. Results in 2003 and the achievements of current pupils indicate that pupils are attaining levels in line with those expected nationally. The attainment of more able pupils has improved particularly well with an above number of pupils reaching Level 3. In science, pupils achieve satisfactorily and attain levels in line with those expected. In information and communication technology pupils achieve well and in all other subjects attainment is in line with the levels expected.

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

Standards in:	School results	National results
reading	17.3 (16.5)	15.7 (15.8)
writing	14.5 (14.2)	14.6 (14.4)
mathematics	16.8 (15.9)	16.3 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

3. **Pupils' achievement is sound in Year 6 although they do not develop their writing skills to the same levels as those attained in other subjects.** Since the last inspection, the trend in test results has been broadly in line with the national trend but there have been considerable variations year on year. Overall, pupils' English results have been in line with national results but, while reading has been average or above, writing has been average or below. Current pupils achieve at a satisfactory level in their writing but they do not have structured opportunities to apply their skills across all subjects. Mathematics results have improved since the last inspection although they dipped in 2002. Results in 2003 indicate good levels of achievement and current pupils are attaining the expected levels. In science, results have varied considerably since the last inspection but have marginally improved. Results in 2003 indicate that achievement was sound. Although current pupils attain satisfactory standards, the number of pupils achieving above average levels is lower than expected. Pupils achieve well in information and communication technology, history and physical education and, in all other subjects inspected, achievement is sound.

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

Standards in:	School results	National results
English	27 (27)	26.8 (27)
Mathematics	27.9 (26.1)	26.8 (26.7)
Science	28.1 (29.3)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

Achievement of pupils with special educational needs

- Pupils make good progress towards their individual targets and achieve well because they are well supported by teachers and learning assistants.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **good**. **Very good** spiritual, moral, social and cultural provision results in **very good** attitudes, behaviour and relationships.

Main strengths and weaknesses

- Pupils are very interested in their learning and the many clubs and activities.
- The school's 'golden rules' and its use of 'golden time' encourage very good behaviour.
- There are very good relationships between older and younger pupils, and strong friendships with pupils from different heritages.

Attendance

Authorised absence	
School data:	4.9
National data:	5.4

Unauthorised absence	
School data :	0.5
National data:	0.4

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

Commentary

- Attendance is good. The school has good systems for promoting and checking on attendance and pupils' punctuality is good. As 80 per cent of pupils live some distance from the school, they arrive by coach. They and local pupils are in the playground in good time for the start of school. They start their lessons eagerly and promptly which creates a positive approach to learning.
- Pupils like their school and are very interested in what they are learning. Year 6 pupils are very enthusiastic about the school and their studies. Pupils participate enthusiastically in a wide range of after-school clubs. Younger pupils get unusual opportunities. For example, six Year 1 pupils are in the Tottenham Hotspur soccer coaching club.
- Very good social provision successfully builds very good relationships between younger and older pupils. Year 4 pupils are responsible for giving out equipment at playtime. Year 5 are reading partners for younger pupils at lunchtime. Reception children each have a 'special friend' in Year 6. They are already learning to work together in their class.
- Almost all pupils are from white British heritages and the school has thought deeply about how to prepare them to live in Britain's multicultural society. Pupils are raising enough money to sponsor the education of an African girl and a Philippine boy for five years. They know these pupils as friends. In a visit to an East London school, pupils similarly befriended children from very different heritages. Residential visits for older pupils extend their initiative and maturity.
- The school's rules are well understood by pupils and have a positive impact on encouraging very good behaviour in lessons and around the school. Pupils have a clear understanding of right and wrong. The system of 'golden time' also stimulates very good classroom behaviour and attention. There were no exclusions last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **sound**. Teaching is satisfactory and promotes sound learning. The curriculum is good and enriched by a good range of extra-curricular activities. Pupils are cared for and supported well, and the school's links with parents are good.

Teaching and learning

The quality of teaching is satisfactory. This leads to a satisfactory quality of learning.

Main strengths and weaknesses

- Teachers plan a varied range of learning opportunities to interest pupils in their learning.
- An effective balance between independent and shared learning activities contributes to very good attitudes and behaviour among most pupils.
- Teachers make effective use of classroom assistants to support pupils' learning, particularly that of lower-attaining pupils.

- Teachers effectively consolidate earlier learning before introducing new work.
- Teachers do not ensure that more-able pupils' work is sufficiently demanding in science.
- Pupils' attention is not always engaged sufficiently to lead to effective learning.
- Children's learning in the Foundation Stage does not provide sufficient opportunities for the development of talk or of imaginative skills.

Commentary

9. Teaching in the Foundation Stage is satisfactory. Children are managed well and their learning activities are very efficiently planned and organised. The support assistant very capably helps the teacher in the preparation and supervision of children's activities. A strong emphasis is placed on the teaching of phonic skills, which effectively promotes children's early reading skills. There are not enough opportunities built into language activities, however, for children to extend their speaking skills. Creative activities do not always offer enough scope for children to explore the imaginative use of materials.
10. Teachers plan a good balance of listening, practical and recording activities. This motivates pupils and leads to interest in and concentration on their learning, particularly in mathematics and information and communication technology lessons and in Years 1 and 2. In these lessons pupils are challenged to think, to explain their ideas and to work productively with each other. As a result they gain in understanding and practise new skills. These shared activities teach them to listen to others and to exchange views.
11. When teachers do not sufficiently engage pupils' attention at the beginning of a lesson, they do not concentrate effectively. They therefore achieve less in the time allowed, despite the teacher's careful planning of interesting tasks. On these occasions pupils' attitudes are good-humoured, but they do not all apply enough effort to their work. Consequently discussion between pupils is often unconstructive and they do not achieve as much as they could. In science, the attention and interest of more able pupils is not always well developed through challenging discussion and independent activities.
12. Learning support assistants are clearly briefed about how they are to help and what pupils are to learn. This benefits lower-attaining pupils especially, who gain confidence to ask questions and to work at a pace appropriate to their learning needs. When supporting whole-class teaching, assistants provide valuable help by questioning pupils, offering suggestions and checking their work. The expertise of the support assistant is especially useful in developing pupils' computer skills and helps them to learn quickly and achieve well.
13. Teachers begin most lessons with a useful review of what pupils have learned so far about the subject. This allows an effective assessment of the extent of different pupils' understanding and recall of earlier lessons. Well-focused questions also develop their ability to describe and explain what they think. However, when questioning is too narrow pupils are limited to producing the answer required rather than learning to express their own understanding and develop their vocabulary.
14. In very good lessons teaching moves at a lively pace that maintains pupils' interest well. Stimulating input and probing questions encourage pupils' to reach high standards in their work. They understand how to apply what they have learned and how it fits into earlier work. They have opportunities to reflect on and evaluate each other's efforts. Teachers are constructive in helping pupils to understand how well their standards have been achieved.

The quality of assessment is good in each key stage.

Main strengths and weaknesses

- A balanced range of suitable assessment systems gives teachers a clear overview of pupils' attainment as they progress through the school.
- Early Foundation Stage assessments are supplemented by parents' information about their children.
- Pupils are not always shown how to improve their work.

Commentary

15. The school has effective ways of assessing pupils' progress, as reported at the previous inspection. These systems provide teachers with valuable information about pupils' achievement and help to predict their learning potential.
16. When children start school careful observations are recorded about their development in each area of learning. Together with parents' knowledge of their children, this gives a useful starting point for planning suitable experiences for their particular needs.
17. Teachers generally use assessment information well to group pupils so that they undertake appropriate tasks. In English and mathematics, teachers set appropriate targets for pupils which are effective in helping them focus on ways to improve their work. Where learning activities are well matched to pupils' ability, and targets are appropriate, their achievement is good. However, in the Foundation Stage assessment information is not always used effectively. Often, children are all engaged in the same activities, with little allowance made for individual learning needs. This means that they frequently have too few practical activities on which to base more abstract understanding. In other classes, although tracking procedures support teachers' identification of more-able pupils, they are not always challenged to undertake sufficiently demanding work in science.
18. The school has recently introduced a clear marking system to guide teachers in their assessment of pupils' work. This is not yet consistently used, however, and marking comments often give too little information to help pupils to improve. Pupils' mathematics diaries encourage them to review their own progress during the week which is effectively raising pupils' self-awareness and achievement.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	14	13	0	0	0

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

The curriculum

The curriculum provides **good** opportunities for pupils to learn according to their individual needs. They enjoy a **good** variety of experiences, and a **very good** range of out-of-class activities promote self-esteem, learning and personal development. The accommodation is **very good** and used well. Teachers and pupils have access to a **satisfactory** range of resources.

Main strengths and weaknesses

- Curriculum organisation stimulates pupils' learning well.
- The curriculum enables the full participation of pupils with particular needs.
- Learning support assistants provide good help for pupils in groups and individual pupils, particularly those with special educational needs.
- The school provides an exciting range of clubs and activities for pupils before and after school and during the lunch break.

- The very good accommodation is well used to support learning.
- Planning for pupils' use of literacy and numeracy in other subjects is inconsistent.

Commentary

19. The school provides a good breadth of opportunities for pupils' learning and has enhanced this since the last inspection. Appropriate time is allocated to each subject. Pupils' personal development is successfully promoted through the day-to-day life of the school, religious education and a good programme for personal, social and health education. The school has effectively introduced activities linked to the Healthy Schools initiative which is stimulating pupils' learning across all subjects. While all areas of learning are covered at the Foundation Stage, teaching still does not offer pupils enough regular opportunities for creative and imaginative development.
20. The school does well to include all pupils in learning. It gives high priority to those with special educational needs, who achieve well. They are well supported by classroom assistants who work closely and effectively with class teachers. Annual reviews help to ensure that all pupils' needs continue to be met. Individual education plans are effective, although some targets are not specific enough to measure progress. Care is taken, when planning for literacy and numeracy, to ensure that pupils with special educational needs are supported well, and support for more able pupils is soundly managed in all subjects except science.
21. There are very good opportunities for pupils to take part in sporting and musical events both locally and nationally which greatly enrich learning. The newly-established link with a school in London is broadening pupils' experience of different cultures. A very good range of extra curricular clubs is available to pupils of all ages which helps to develop their interest and skills very well.
22. The school has very good, spacious accommodation which it uses very well to provide an attractive and stimulating learning environment. The school has developed good outdoor facilities which are well used by teachers and pupils to promote learning and play.

Care, guidance and support

The school provides **good care, guidance and support** for pupils.

Main strengths and weaknesses

- The school's initiative as an Advanced Healthy School supports the good care provided for pupils.
- The 'golden rules' and the rewards in 'golden time' encourage very good work and behaviour.
- The school values pupils' opinions as expressed by the school council, and acts on them.
- Staff know the pupils well and build good relationships with them.

Commentary

23. The school provides well for pupils' health, safety and welfare. It was one of the first schools to win the Advanced Healthy Schools Award which has improved the quality of care provided since the last inspection. The premises are modern, safe, secure and stimulating. Pupils understand how to keep themselves safe and healthy. Child protection is good and the school cares well for pupils with medical needs.
24. Effective leadership and management have moved forward the school's academic monitoring since the previous inspection. The school makes good use of information gained from assessment to support pupils according to their abilities. Pupils play an important part in assessing their own progress. Last year the school introduced maths diaries for Year 5. These

worked well, and Years 3 and 4 have diaries this year. Pupils interviewed say they are aware of their targets, and that they lead to friendly rivalry. The school has a very clear picture of the progress of individuals and groups. Assessment of children in the Foundation Stage is sound. Pupils with special educational needs are well aware of the targets in their individual education plans and achieve them successfully.

25. The school provides good personal monitoring and support. The 'golden rules' and rewards motivate pupils to work and behave well. Teachers, classroom assistants and midday assistants know their pupils. The school has strong procedures to deter and resolve bullying. It keeps parents well informed of their children's personal progress in their reports and at the meetings with the class teacher.
26. The school has a well established system for canvassing pupils' opinions, especially through the school council. The school listens to what pupils say. More playtime equipment and the adventure playground's improved surface are direct results of pupils' suggestions. The systems are very effective in developing pupils' skills, confidence and their understanding of citizenship.
27. Although pupils come from ten different villages, the school has a strong identity and staff know pupils well. Pupils are confident that they can talk to an adult at school if they have a problem.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents play an important part in their children's learning.
- The school provides good information for parents and responds positively to their suggestions.
- The friends' association raises funds successfully and involves pupils in the social activities.
- There are good sporting and theatrical links with the community.
- Co-operation with local schools and universities enhances the quality of teaching and learning.

Commentary

28. Good links with parents contribute positively to children's learning. Parents readily help in classrooms and on educational visits. Teachers set homework regularly, and families support it well. Children in the Foundation Stage share books with their parents, and parents with children in the infant classes regularly hear them read at home. Parents play a big part in the friends' association. The lively programme of social and seasonal events raises almost £10,000 which the school uses to provide extra facilities to improve pupils' learning.
29. The school provides good information for parents. They meet the class teacher in the autumn and spring terms. Annual reports say what the children can do in English, mathematics and science, and cover most non-core subjects well. Reports now give individual targets for each child. The school has its own elegantly designed website. Pupils enjoy contributing illustrations and there are links to provide information about homework and school events. The school responds well to parents' views and suggestions.
30. The school has good links with the community. Pupils visit local churches, theatres and participate in local sporting activities. There are good links with educational institutions. The school shares training and expertise with other primary schools, especially with its leading teachers in mathematics and information and communication technology. Students from Cambridge University and Anglia Polytechnic University train at the school and these links help

the school develop and refine good practice. A governor runs a local pre-school and parents appreciate the good links with this and the pre-school visits offered by Foundation Stage teachers.

LEADERSHIP AND MANAGEMENT

The headteacher provides clear leadership and supports his staff well. Management is sound and governance is good.

Main strengths and weaknesses

- The headteacher consults staff well and provides a supportive environment for their work.
- Governors are very supportive of the school and rigorously evaluate the cost-effectiveness of all spending.
- The school analyses its results well to set priorities for development.
- The responsibilities of subject leadership are not distributed effectively.

Commentary

31. The governance of the school is good. Governors ensure that the school's aims and policies are clear and implemented. They help to shape these through close liaison with the headteacher and staff, and meet regularly to monitor the school's performance. They understand their roles well. They are active in ensuring that pupils with special educational needs receive their full entitlement to support and are properly included in the school. Governors are closely involved in agreeing budgets and monitoring expenditure, and have a clear long-term view of what the school aims to achieve. They understand the principles of obtaining good value and ensure that the school regularly measures the effectiveness of its expenditure.
32. The headteacher provides good leadership. He maintains very good communications with staff and governors, and together they promote the school's aims successfully. Pupils' attainment has been maintained at a satisfactory level since the last inspection. The quality of teaching and learning has been improved and pupils benefit from developing their interests and achievements across a range of subjects, with good work in history, ICT and music evident. All members of the school staff reflect the school's policies in their work, and the school's very supportive ethos is testimony to this. During the rise and subsequent fall in the number of pupils on roll the school has deployed staff skilfully to maintain the quality of teaching.
33. The school is managed efficiently, but the current allocation of responsibilities places too heavy a burden on a few individuals. All staff are involved in subject leadership, but the distribution of roles is not making best use of the skills and talents available. In particular the headteacher and deputy undertake a large share of direct management while others are underemployed. Time for co-ordinators to monitor foundation subjects is limited. The headteacher makes good use of performance management systems to help teachers and support staff to improve skills. Staff benefit from sharing expertise with colleagues from other schools and there are good links with the local secondary school.
34. The school is well aware of both its strengths and the challenges which confront it. The headteacher and staff make good use of pupils' test results to monitor the quality of teaching and learning and are swift to identify areas which need strengthening. They make good use of professional training to extend staff skills, are successful in applying for school development grants and prioritise spending carefully.
35. The management of special educational needs is good. The headteacher's expertise in this area ensures high-quality provision which meets the needs of individual pupils. However,

systems for supporting gifted and talented pupils are not consistently implemented in all classes.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	669,234
Total expenditure	680,799
Expenditure per pupil	2,999

Balances (£)	
Balance from previous year	34,469
Balance carried forward to next year	24,904

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is satisfactory provision for children in the Foundation Stage.

Main strengths and weaknesses

- Effective teaching of sounds and word building ensures that children make good progress in reading.
- Very efficient systems for managing children and organising materials create a calm atmosphere and good behaviour.
- Clear instructions ensure that children understand what they are required to do.
- Well-organised sharing of tasks makes good use of the support assistant's time.
- Assessment comments are sometimes too general to identify precisely what children can do and what they need to practise next.
- Children do not have enough scope to develop their imaginative skills in creative activities.
- There are not enough opportunities for children to develop their speaking skills in whole-class language activities.
- Outside play activities are not sufficiently built into children's everyday learning experiences to extend their physical development.

Commentary

36. The conscientious teacher has very good organisational skills that ensure the smooth day-to-day running of the Foundation Stage. Good liaison between staff helps to create a positive and encouraging atmosphere which improves children's security and learning. Good induction arrangements encourage parents to come into school and this helps underpin the strong partnership between school and parents
37. Careful observations are made of children's development in each area of learning when they start school. There is a lack of detail, however, to show what individual children have understood or to identify precisely what they will actually be doing to develop different skills and understanding. Consequently some aspects of creative and discovery activities offer limited learning experiences and limit children's development.
38. The quality of teaching is satisfactory in each area of learning. Children come to school with levels in their skills and knowledge expected for this age group and they make satisfactory progress. Most reach all of the Early Learning Goals by the time they come to the end of the reception year. Effective teaching of letter sounds and word building helps children to make good progress in reading. Children make slower progress in the development of their creative skills because closely directed teaching limits their opportunities to explore ideas and materials to make their own discoveries. Facilities for developing children's movement skills have improved since the last inspection. There is now a secure well equipped area which is well used during playtimes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is satisfactory.

39. Clearly organised procedures help children to settle quickly into the daily routines. Recently admitted four-year-old children are welcomed and included in all aspects of learning alongside those already in the class. Children happily enter the classroom each day and enjoy their activities together. They respond politely to each other and to adults, and behave well. Specially

focused activities are introduced in circle time, where children learn to express how they feel and to consider the feelings of others through stories and games. This helps to raise their awareness of how people respond differently to situations.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is satisfactory.

40. Children have good opportunities to listen to instructions and stories from adults. They develop very good listening skills and respond willingly to questions. When working in small groups they eagerly talk about what they are doing. For example, when making gingerbread men with the support assistant, children held lively conversations about the activity. Good questioning elicited good awareness of safety when cooking, and effectively built on the morning's number work. However, although in whole-class situations children answer the teacher's questions appropriately, they are not encouraged to explain, comment or ask their own questions. This means that opportunities are missed to develop children's vocabulary and help them to clarify their own ideas. Early phonic skills, on the other hand, are very effectively taught. There is good teaching of letter sounds and word building which promotes children's good progress in word recognition. They match words with similar letters and sounds, and start to write sentences related to their reading books. Most children make satisfactory progress in learning to write simple words and sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

41. Most children progress satisfactorily in their recognition of numbers and in counting activities. They take part in a variety of suitable number games and rhymes, and are familiar with numbers up to ten. Together children count their fingers, the spots on dominoes and the sound of marbles dropped into a pot. A lesson introducing early addition activities used cubes, beanbags and a number line to help children add together two groups. The response of some children, particularly the new ones, was uncertain. Two of those recording the sum could not write numbers correctly. Children do not have enough experience of practical activities which involve sorting, matching and counting. They were asked to count out pastry shapes as they made gingerbread men but other regular counting routines were not observed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for developing pupils' knowledge and understanding of the world is satisfactory.

42. Displays and photographs show that children use a suitable range of tools to assemble and join different materials, and to build their own models from construction kits. They confidently use the classroom computer as part of their everyday activities. They try hard to follow the teacher's very clear instructions when creating patterns on computers. Children with well-developed hand control accurately click and drag with the mouse and make good attempts to type their names. Interesting themes are planned to develop children's understanding about time, place, growth and changes. Children's enjoyment and interest in watching a parent bathe her baby prompted relevant comparisons between babies and themselves. Whereas the content of children's learning is suitable, there were not enough opportunities for them to make choices and independent discoveries

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

43. Children confidently ride on tricycles and trucks during supervised playtimes and enjoy develop their physical skills well. They have suitable opportunities to practise drawing, painting and

cutting to improve their control of tools. Lively action songs and physical education lessons in the hall contribute effectively to developing children's larger movement skills. However, the variety of activities available throughout the day is not sufficient to develop all children's skills. For example, a container of dry sand is available but lacking enough interesting tools to promote a range of movements and play possibilities.

CREATIVE DEVELOPMENT

Provision for creative development is satisfactory.

44. Children's spirited singing and their response to action songs show that they progress satisfactorily. They sing tunefully and move in time to the music. Paintings and collage pictures show satisfactory control of tools and the lively use of colour. Children's very similar finished work shows that teaching is often too closely controlled to allow them to choose and experiment with materials to create things from their imagination. For example, all of their 'face' pictures based on a painting by Paul Klee show the accurate following of instructions with the same linear pattern and careful colouring in of spaces.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** throughout the school.

Main strengths and weaknesses

- The subject is led by experienced teachers who maintain a close check on the effectiveness of teaching and learning.
- Pupils' speaking and listening skills are well developed through discussions and role play.
- Teachers and support staff work effectively together to support pupils with special educational needs.
- Standards in writing are lower than expected and pupils do not apply them well in all subjects.
- Marking does not always reflect how pupils are moving towards or failing to meet their targets.

Commentary

45. Pupils' test results at Year 6 have been maintained at a satisfactory level since the last inspection. Current Year 6 pupils achieve satisfactory levels in reading. The majority express real interest in fiction and regularly use books for research as well as reading for pleasure. Pupils' attainments in writing are at an average level but significantly lower than those achieved in reading. They attempt a variety of writing styles but their understanding of different genres is not secure and they do not often employ a wide range of vocabulary. Teachers use history topics well as a focus for extended writing but there are not enough opportunities for pupils to write in subjects like religious education and geography.
46. Teaching and learning at Key Stage 2 are sound overall but vary considerably in quality. Very good lessons encourage pupils to discuss ideas and then develop them in writing. Speaking and listening skills are well developed through group or paired discussions and well-managed plenary sessions in which pupils explain their ideas to the class. There is good support to help pupils use new vocabulary, and teachers remind pupils to think of their targets and the lesson objective. In less successful lessons teachers allocate too much time to introductory discussion and not enough for pupils to complete tasks in depth. Teachers also sometimes include too many elements and do not ensure that pupils fully develop one skill at a time which adversely affects their understanding.

47. Teaching and learning are good at Key Stage 1. Teachers and learning assistants give good support to less able pupils which promotes their progress well. Since the last inspection Year 2 test results have been above average in reading but average in writing, and sometimes below. Current pupils read with interest and expression, and enjoy talking about the books they like. Standards in reading have been improved through well-organised reading activities and clearer assessment. Recent test results in writing indicate that pupils achieve the expected level, but few attain above this. There are good examples of pupils' story writing, describing their feelings in religious education and providing road-safety instructions. In lessons pupils are given tight direction which does not always allow them to express their own ideas or work independently to develop their self-confidence
48. Pupils with special educational needs are given a good level of support, and progress well. The school has implemented a range of teaching programmes, directed primarily to reading, which are well run by trained support staff. Their impact is measured closely, and records show that they are making an important contribution to raising reading standards.
49. The subject is well led and managed, and the subject leaders support colleagues well. They have held workshops with staff and developed skills to measure pupils' progress. Staff use test and assessment information well to check on pupils' development and evaluate the effectiveness of teaching. This has identified the need to improve writing, and the subject leaders are attending a course to learn new approaches. Teachers set targets to help pupils' improve their work, but the way these are presented to pupils is not always effective. Teachers do not often remind pupils to think about their targets in class, nor do teachers always refer to them in marking pupils' work in order to stimulate their progress.

Language and literacy across the curriculum

50. Good examples of literacy development were seen in pupils' work on history, particularly at Key Stage 2. Pupils use their reading skills well in researching the Egyptians in Year 4 and in writing about wartime Britain in Year 6. The use of writing in religious education is better in Key Stage 1 than in Key Stage 2, where tasks are brief and sometimes incomplete. Throughout the school, pupils use information and communication technology well to extend their learning. They compose pieces directly onto a computer and re-draft newspaper articles with mature consideration of ways to improve their work.

MATHEMATICS

Provision in mathematics is **satisfactory** throughout the school

Main strengths and weaknesses

- Subject management is good.
- Pupils have a good awareness of the progress they are making which helps them to improve their work.
- Pupils apply number skills well in most other subjects.
- Pupils' work on mathematical investigations is underdeveloped.

Commentary

51. The standards of teaching and learning are satisfactory across the school. Pupils' test results in Year 2 have improved since the last inspection and were in line with the national average in 2003. Current pupils are achieving levels in line with those expected. Since the last inspection, test results at Year 6 were better in three years out of four. Below average results in 2002 have been followed by better results in 2003 in which pupils achieved well. Current pupils are attaining levels in line with national expectations and are making sound progress.

52. All pupils have good attitudes to the subject and take good care in the presentation of their work. Good teaching in the school is characterised by well-paced, purposeful lessons in which pupils are challenged to complete tasks but are still given sufficient time to think and reflect. The amount of work they cover in these lessons is good. Where teaching is less effective, pupils spend too long listening to the teacher's explanations and do not have enough time to complete the activities which limits their achievement. Scrutiny of pupils' work indicates that there are only limited opportunities for pupils to carry out investigations at length.
53. The subject is led and managed well by an enthusiastic, well-qualified teacher who works hard to raise standards. Teachers gather detailed information on the progress of individuals and use it well to focus their planning and teaching to stimulate progress. The school uses a variety of ways to track progress, including computer-based tests. Pupils work on these tests happily before school and at lunchtime. The programs are effective in raising pupils' achievements and self-esteem and providing information on their progress. Teachers are successfully encouraging pupils to develop their skills of self-assessment to ensure that they know how well they have done and what they need to do to improve.

Mathematics across the curriculum

54. Teaching develops pupils' numeracy skills well in most other subjects. Pupils in Year 5 used a range of skills in a field study week, enabling them to complete complex graphs. Pupils also apply number skills well in design and technology and in information and communication technology. However, opportunities are not planned systematically in history and geography to ensure that all pupils regularly apply their knowledge.

SCIENCE

There is satisfactory provision in science.

Main strengths and weaknesses

- Pupils learn to conduct experiments using correct scientific procedure.
- Teachers use questions effectively to direct pupils' thinking.
- Pupils with special educational needs make good progress.
- Learning is well based on first hand experience, linked to visits and investigations.
- There are too few opportunities for independent work, particularly for higher attaining pupils.
- Overall monitoring of pupils' learning is insufficient to give a clear view of how to raise standards.

Commentary

55. Standards in science are broadly average by the end of Year 2 and Year 6. Current Year 2 pupils recall their work with a good level of understanding and achieve satisfactorily. Year 6 test results have improved since the last inspection but were just below the national average in 2003. Although most pupils achieve at a satisfactory level, test results in the last two years indicate that the number of pupils achieving high levels is lower than average. Discussion with current pupils and analysis of their work show that they are making satisfactory progress. Nonetheless, teaching has not always challenged more able pupils to fulfil their potential and help them to explore more demanding avenues of enquiry. Pupils with special educational needs receive good, well-focused support, which helps them to achieve well in science. The quality of pupils' recorded work and discussion with pupils show that their learning is thoroughly based on scientific investigation.
56. Pupils' work is often effectively linked with other subjects, such as information and communication technology for research and illustration, and mathematics for recording results. Pupils usually follow a helpful structure to log their findings. Higher attaining pupils

though, have few opportunities to consider and design their own ways of expressing the outcome of an investigation. Where pupils are required to give a written explanation of findings some pupils use good descriptive vocabulary, such as 'blistering with mould', 'swollen' and 'drenched' to express the action of micro-organisms.

57. Teaching and learning are satisfactory. Teachers base pupils' learning on first hand experience, which is enhanced during visits to relevant places of interest, such as Hyde Gardens and Holt Hall. This encourages pupils' enjoyment and helps them to concentrate well when working in groups. On occasions when pupils' attention is not fully focused on the task in hand progress is limited because of their lack of sufficient effort. Careful explanations and correct procedures for setting up experiments help pupils to understand the need to make test conditions fair and to work safely. Although learning activities are suitably matched for pupils of average ability, they do not challenge higher attaining pupils enough. In the lessons observed, teachers' questions were good and probed pupils' understanding well. This helped them to clarify and explain their ideas and they recorded their findings fully.
58. Leadership of the subject is satisfactory overall but there has not been a full analysis of test results to evaluate the effectiveness of teaching. Teachers' planning and pupils' work is scrutinised but there are no opportunities for the co-ordinator to monitor teaching. Activities are organised independently by teachers and there is insufficient co-ordination of how skills are taught and developed from year to year.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject is well led and managed and this has developed both the competence and confidence of teachers in the subject.
- Pupils apply their skills well to improve their presentation and learning in other subjects.
- Good progress in the quality of resources has been made since the last inspection.
- The skills of teaching assistants ensure that good use is made of the computer suite.

Commentary

59. Good leadership and effective management have successfully driven improvements. Since the last inspection, teachers have undertaken additional training, and better resources have been acquired. A teaching assistant now provides teaching support for groups. These initiatives mean that all pupils now have more opportunities to use information and communication technology to support their learning. The quality of teaching is good; pupils achieve well across the school and reach good standards.
60. Teachers and support assistants work well as a team. Pupils are given challenging tasks and social development is promoted well as they work together on shared tasks. They make an effort and try to ensure that they complete their tasks to a high standard. They evaluate their achievements appropriately and discuss how they might improve still further.
61. Careful planning means that pupils engage in a wide variety of tasks while progressively developing their skills. They achieve well throughout the school and are encouraged to use computers when appropriate for the task.
62. The good level of resources includes access to the Internet. This means that older pupils turn naturally to it as a source of information that complements books and other resources. The availability of professional level communication programs enables them to create multimedia

presentations of high quality, including text, graphics and sound, which extend pupils' interest and skills well.

Information and communication technology across the curriculum

63. The use of ICT in other subjects is developing successfully and pupils are encouraged to use it when appropriate. This means that they see ICT as a tool to enhance their learning and to help them present their work well. Pupils use this facility very responsibly before school and at lunchtime, and rise to the challenge of scoring high marks. The school's website is used as one means of communicating to parents, and the contribution that pupils make gives them a purpose for the activity, and enriches its quality.

HUMANITIES

64. Two lessons of religious education and two history lessons were observed, but no geography lessons were observed during the inspection. A sample of pupils' work in all subjects was scrutinised.
65. It is not possible to form an overall judgement on **geography** provision, but planning indicates that all aspects of the subject are covered. There are good links between geography and other subjects which successfully develop pupils' learning and skills. Pupils' accounts of a Year 5 residential trip were of high quality and indicated good learning in a river study. They made very good use of number to measure river flow and computer-generated graphs to present their findings. However, the quantity of completed written work evident from other classes was limited.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers use the curriculum well to encourage pupils to reflect on feelings and emotions.
 - There is insufficient written work and marking does not detail how pupils can improve.
 - Procedures for assessing pupils' progress are not well developed.
66. The school provides a satisfactory curriculum based on the local authority's revised guidelines for religious education. Only two lessons were seen during the inspection. The school provides good opportunities for discussion and reflection which contribute well to pupils' spiritual, moral, social and cultural education. During collective worship and circle time pupils are encouraged to reflect on spiritual aspects of their lives and relationships.
67. Pupils are encouraged to think carefully about the feelings of characters in Bible stories and try to relate them to their own experiences. In the lessons observed, pupils showed strong empathy with the characters and offered thoughtful responses. Teachers encourage pupils to relate their learning to their own experiences which makes issues easier to understand. Pupils take a close interest in the subject and teachers promote pupils' thoughtful questioning approach with well led discussion.
68. Pupils show a good knowledge of stories from the Bible. Evidence in their books shows that they develop analytical skills and have a growing sense of values. However, the quantity of written work completed was limited especially in Year 6. Marking gives pupils insufficient guidance on how to improve their work. The way pupils' progress is assessed does not help teachers monitor how pupils are developing their skills and plan future learning.

HISTORY

Provision in history is good

Main strengths and weaknesses

- Good planning links pupils' learning between subjects and heightens their understanding.
- Teachers develop pupils' spoken and writing skills well.
- Teachers capture pupils' interest through visits and visitors which stimulate their learning.
- Pupils' respond well to tackling shared tasks, which promotes their personal development well.

Commentary

69. Pupils achieve good standards in Key Stage 2 and take a lively interest in the topics covered. No lessons were observed at Key Stage 1, but pupils' work indicates that their attainment is at least sound. Pupils in Years 4 and 6 indicate a good grasp of important skills. They have a clear idea of what primary and secondary sources are. Older pupils are beginning to understand how to interpret sources of information and evaluate their reliability. Year 4 pupils described Egyptian mummies recently seen in a museum and explained the Egyptians' belief in the after-life. They had a good insight into the way society was organised. Year 6 pupils' visit to a war museum prompted a lively debate on living conditions before and after the war. Pupils were sensitive to other people's feelings and personal difficulties and empathised well with the period under study.
70. Teaching makes good use of visits and visitors to enliven pupils' understanding of the periods studied. Enthusiastic subject management has organised and prepared a good range of local links to facilitate this. The curriculum is well planned to ensure that pupils extend their learning by linking their history study to other aspects of learning. Pupils benefit from the study of local geography which complements their study of local history. Their study of immigration in post-war Britain develops their personal and social education and their appreciation of the problems of ethnic minorities. Writing skills are generally well developed in accounts of visits and their descriptions of life as an evacuee.
71. Information and communication technology is used well as a resource for research, and pupils locate information on the Internet and CD Roms. In Years 4 and 6 pupils respond well to tasks which they have to organise themselves. Teachers are good at setting pupils activities which require them to allocate responsibilities, plan and complete a task in a set time and report back to the class with their findings.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Two lessons of art and design and three of design and technology were observed. A sample of pupils' work from the previous year was also examined. Three music and three physical education lessons were observed, as well as teachers' planning and their records of pupils' attainments.

Art and design

Provision in art and design is satisfactory.

- There is good support for pupils with special educational needs.
 - Well-planned teaching stimulates pupils' interest and imagination.
73. Judgements are based on two lessons observed in Key Stage 2, discussion with pupils and the quality of their work on display and in portfolios. Pupils' work shows that standards of

attainment are in line with the national expectations by the end of Year 2 and Year 6. Pupils make satisfactory progress in developing a suitable range of techniques. Achievement is satisfactory within each year group.

74. The quality of teaching is satisfactory overall. However, the two lessons observed were judged to be good and very good. Pupils were fully absorbed in their learning. Pupils with special educational needs responded very confidently, either because of their particular ability or because their contributions were valued equally by other group members. Both lessons were characterised by good planning, very well organised materials and stimulating teaching and support. Pupils applied themselves well and, in one lesson, produced very interesting 'journey' sculptures from different natural materials. This was conducted as a group activity which prompted enthusiastic discussions and explanations. which developed good speaking and listening skills.

Design and technology

Provision for design and technology is **satisfactory**.

- Standards of teaching are good and pupils achieve well.
- Pupils take care and pride in their work.
- The subject leader does not have enough time to monitor standards across the school.

Commentary

75. Three lessons were seen during the inspection and there was only a limited amount of evidence of work in the school. Standards at the time of the last inspection were judged to be satisfactory and that is still the case. Good teaching in design and technology is characterised by careful planning, clear objectives for learning and effective links with other subjects.
76. Pupils pay attention to detail and work carefully. Teachers seek ways to use ICT to support the curriculum, particularly in design. They are good at encouraging pupils to discuss their work, and evaluate and improve upon it. This helps to promote pupils' achievements.
77. The co-ordinator has had insufficient time to monitor pupils' attainments and the quality of teaching in the school.

Music

Provision in music is **good**.

- Good teaching and learning encourage pupils' interest.
- A variety of extra-curricular activities promote pupils' performance skills and confidence.
- A good range of instrumental tuition is offered.

Commentary

78. No judgement on pupils' achievement could be made, but teaching and learning were good in the three lessons observed. Pupils have good opportunities to take part in singing, playing and listening to music, both in their lessons and at the school's music club. Further instrumental tuition is available from visiting music teachers which extends pupils' learning well.
79. The co-ordinator arranges interesting occasions for singing with larger groups such as the choir's performance with other schools at the Royal Albert Hall and at smaller venues locally. A well-balanced music scheme of work gives confidence to non-specialist teachers and leads to good organisation and management of music lessons. This successfully promotes pupils' enjoyment and good concentration in their learning.

80. Good teaching holds pupils' attention well and they listen and participate actively. They develop clear, tuneful singing voices, with satisfactory attention to expression and rhythm, and good effort in singing separate parts. They use an interesting range of tuned and untuned percussion, including African and Latin American instruments, to compose simple musical patterns. Pupils gain confidence as they practise to improve their singing and rhythm work during lessons. They learn a variety of traditional songs, but there is a shortage of modern tunes and music to extend their learning.

Physical education

The provision for this subject is good.

Main strengths and weaknesses

- The subject is well managed by a knowledgeable and skilful teacher.
- Good teaching promotes a positive attitude among pupils and good achievement.
- Teaching and learning effectively reinforce the aims of the Healthy Schools initiative.
- A wide range of additional activities for sport is provided outside the school day.
- Swimming is well taught and promotes good attainment.
- There are not enough opportunities for pupils to evaluate their own work and make suggestions about the work of others.

Commentary

81. There was insufficient evidence to judge standards overall, but in the lessons seen pupils' skills were above expectations. Two games lessons were observed at Key Stage 2 and one of gymnastics at Key Stage 1. The quality of teaching and learning was good overall. Standards in swimming exceed the expectations for pupils by the end of Year 6 Teaching is good at emphasising the value of fitness. Pupils develop a good knowledge of why they take exercise which extends their understanding of science and healthy lifestyles
82. The subject is well led by the co-ordinator, who has had the chance to lead and observe lessons and provide valuable guidance for colleagues. Planning indicates that all strands of the subject are regularly taught. The school enhances pupils' learning by providing additional sporting and dance activities outside the school day. Sports clubs offer coaching from outside visiting professionals as well as parents and staff. The school takes part in a number of sporting competitions which raise pupils' skills and enthusiasm. The school has good indoor and outdoor facilities which it uses well to promote pupils' attainment.
83. In good games lessons teachers' clear instructions and well-chosen activities harness and direct pupils' energies well. Pupils understand the need for 'warming-up' and regularly go through such routines. They throw themselves into tasks with enthusiasm but practise their skills in a disciplined and sustained manner. More-able pupils are well challenged and used as models for others to observe. Teachers also give good demonstrations of what is expected of pupils but do not always specify the details of how to improve ball control. While pupils observe and learn from observations, there are not enough opportunities for them to make their own comments and suggestions which restricts progress.
84. In a very good gymnastic lesson in Key Stage 1 teaching gave pupils very clear and challenging instructions and demonstrated movements very well. They were invited to explain and show their own ideas for balancing, and the very good pace of the lesson ensured that they all participated actively and achieved well. The teacher maintained pupils' attention and interest by adding new tasks and asking for pupils to demonstrate them. Pupils commented well but briefly on how these had succeeded. In this and other lessons support staff provided good help for pupils, especially those with special educational needs, who learned well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is good

Main strengths and weaknesses

- Well-structured teaching programme.
- Very good teaching and learning.
- Successful development of the Healthy Schools initiative in many aspects of teaching.

Commentary

85. Teaching and learning were very good in the two lessons observed. Lessons follow a well-structured programme in which teachers sensitively encourage pupils to discover how they relate to a range of important themes. In activities linked to the school's theme of the week on Friendship, pupils in Year 1 considered why they valued friends. Pupils in Year 4 discussed the importance of 'telling the truth'. In both classes pupils understood the routines of sitting in a circle and taking turns to speak. They showed a high level of concentration and interest, and were very respectful of the views of others. Nearly all pupils participated actively when they had a chance to speak, and their comments showed maturity and sensitivity to the issues under discussion. Role-play was used well to help pupils express themselves and illustrate ideas.
86. The co-ordinator manages the subject very well and has been a main force behind developing the Healthy Schools initiative which has been well established in the school. The school's strong commitment to pupils' personal development is well implemented in class teaching and activities. The school is active in developing new learning materials connected with healthy lifestyles. The school council plays an important role in focusing pupils' thoughts on safety issues, on consideration for others in the school, and on charity collections for children in under-developed countries. Their work has an important impact on raising pupils' social and moral awareness.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

