

# **INSPECTION REPORT**

## **SANDRINGHAM AND WEST NEWTON CE (VA) PRIMARY SCHOOL**

West Newton, King's Lynn

LEA area: Norfolk

Unique reference number: 121137

Headteacher: Mrs Susan du Bois

Lead inspector: Mr Graham Haynes

Dates of inspection: 22 – 23 June 2004

Inspection number: 257405

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	66
School address:	School Road West Newton Kings Lynn Norfolk
Postcode:	PE31 6AX
Telephone number:	01485 540506
Fax number:	01485 540506
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Hadfield
Date of previous inspection:	14 September 1998

## CHARACTERISTICS OF THE SCHOOL

The school is a voluntary aided Church of England primary school with 66 pupils. Pupils come from West Newton and a number of surrounding villages, but only about one-third of the pupils live in the catchment area. Parents choose the school for its small size, family atmosphere and for its ability to provide for pupils with special educational needs. All but one of the pupils are of white British origin. There is one pupil for whom English is not her first language. Eight pupils have been identified as having special educational needs, including one who has a statement, and this is broadly average. The percentage of pupils known to be eligible for free school meals is average. Pupils enter the reception class in September when they are four years old. Pupils' attainment on entry varies widely, but is average overall. A few pupils move to independent schools during Years 3 to 6. The school has received some awards: ICT In Context Level 3 NOF award in 2001; Schools Achievement Award in 2002; and the Investor in People award in 2004. A distinctive feature of the school is its community links. The pupils are in four classes each morning and two classes each afternoon. The school has been affected this year by having to make a teacher redundant and re-organising the composition of classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18064	Graham Haynes	Lead inspector	Design and technology Geography History ICT Physical education
9779	Suzanne Smith	Lay inspector	
32327	Susan Alton	Team inspector	English as an additional language Mathematics Music Special educational needs
32731	Julia Power	Team inspector	Art and design Citizenship English Foundation stage
6432	Michael Sewter	Team inspector	Science

The inspection contractor was:

Open Book Inspections

6 East Point  
High Street  
Seal  
Sevenoaks  
Kent  
TN15 0EG

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	6-7
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	8-10
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	10-16
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	16-17
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	18-25
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	26

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Sandringham and West Newton CE Primary School is an effective school** and provides sound value for money. The school is responding well to recent dips in pupils' test scores. Good strategies are in place to eliminate underachievement in English, mathematics and science, and they are having a positive effect. Some underachievement in English and mathematics remains in Years 3 to 6.

The school's main strengths and weaknesses are:

- The good standards achieved by reception class pupils.
- Pupils' attitudes, behaviour and personal development are very good.
- The headteacher has an excellent clarity of vision and sense of purpose, combined with high aspirations for the school's work. She leads the school very well.
- The school's community links, its commitment to inclusion, the promotion of equality and the concern for the needs of individual pupils are very good.
- Standards achieved in English and mathematics in Years 3 to 6 are not yet high enough.
- The quality of teaching in Years 3 to 6 is satisfactory, but not consistently high enough to bring about good learning on a regular basis.
- The curricular and extra-curricular provision enriches the learning of all pupils really well.
- The inconsistent use of assessment information in response to pupils' individual needs is reducing their rate of learning.

Since the last inspection in 1998, the school has maintained many of its strengths and continued to develop its work in a number of areas, including establishing very strong community links. All the previous key issues have been addressed satisfactorily. The school is very well led and this has helped in tackling recent staffing reductions, re-organising class grouping and in implementing strategies to raise the standards of pupils' work.

### STANDARDS ACHIEVED

**Overall, pupils' achievement is satisfactory.** Standards of pupils' work in Years 1 and 2 in reading, writing, mathematics, science and information and communication technology (ICT) are average overall. Some pupils produce good standards in mathematics and they read well. Pupils' achievement is sound, and sometimes better in mathematics and reading, but more varied in writing.

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

*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.*

In Years 3 to 6, the current standards of pupils' work are average in science, reading and ICT, but below average in writing and mathematics. Achievement across the year groups is increasingly sound, as the strategies used by the school begin to improve the rate of pupils' learning, but some underachievement remains. This is most noticeable in writing and mathematics, and for pupils capable of higher attainment.

Pupils' attitudes and personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' behaviour and attendance are very good.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good, but with inconsistencies across the school.** The quality of teaching in Year Reception to Year 2 is rarely less than good, and is sometimes very good or excellent. The quality of teaching in Years 3 to 6 is satisfactory, but not consistently high enough to bring about good learning on a regular basis. The use of assessment information in response to the pupils' individual needs is inconsistent across the school.

The curriculum is good. All pupils have equal access to, and are included in, a wide range of learning opportunities and activities. Staff care well for individual pupils. Pupils' opinions are valued. The school has a good partnership with parents. They think highly of the school and support its work well. Very good community links are a particular feature of the school and are very beneficial to pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher provides very good leadership. She has an excellent clarity of vision and sense of purpose, combined with high aspirations for the school's work. The leadership from within her staff is good. The effectiveness of management is good. The headteacher and her team of staff are good role models for each other and the pupils. Governance is satisfactory. Governors are very supportive of the school and its staff, and have a good understanding of its strengths and weaknesses. Their role as a critical friend to the school is developing soundly. The school's commitment to inclusion, promotion of equality and concern for the needs of individual pupil is very good. Good financial management supports developments well.

## **PARENTS AND PUPILS VIEWS OF THE SCHOOL**

A large majority of parents is strongly supportive of the school's work. They feel very welcome in the school, have easy access to their children's teachers and know their concerns will be listened to, taken seriously and dealt with promptly. Pupils are positive about the school and its staff. They enjoy coming to school. Too few opportunities exist for the pupils to be involved in their learning and the school's work. This is recognised by the school and a school council is to be started in September.

## **IMPROVEMENTS NEEDED**

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

- In English and mathematics, continue to improve the pupils' achievement in Years 3 to 6, including those capable of higher attainment.
- Improve the quality and consistency of teaching in Years 3 to 6.
- Improve the use of assessment information so that pupils' individual needs are met consistently.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is good in the reception year, and sound in Years 1 and 2, with some pupils achieving well. In Years 3 to 6 achievement is increasingly sound, but standards are not as high as they should be in English and mathematics, particularly for pupils capable of higher attainment.

#### Main strengths and weaknesses

- Good standards are achieved in Reception.
- Pupils' achievement in Years 3 to 6 is improving.
- Some underachievement remains in writing and mathematics for pupils of all abilities in Years 3 to 6, particularly those capable of higher attainment.

#### Commentary

1. Pupils in the reception year generally exceed the goals for this age in nearly all areas of learning. Their personal, social and moral development is very good.
2. In the 2003 end-of-year national tests for seven-year-olds, pupils' attainment was below the national average in writing and well below average in reading and mathematics. When these results are compared with those schools in similar contexts, as guided by the percentage of pupils known to be eligible for free school meals, pupils' attainment was well below average in reading, writing and mathematics. Scores fell significantly from the previous year. The trend of the school's average National Curriculum points score was broadly in line with the national trend when viewed from 1999 to 2003.

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

Standards in:	School results	National results
reading	14.2 (18.0)	15.7 (15.8)
writing	13.7 (14.6)	14.6 (14.4)
mathematics	15.2 (18.8)	16.3 (16.5)

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

3. Current standards of pupils' work in Years 1 and 2 in reading, writing, mathematics, science and ICT are average overall. Some pupils produce good standards in mathematics and they read well. Pupils' achievement is sound, and sometimes better in mathematics and reading, but more varied in writing.
4. In the 2003 end-of-year national tests for 11-year-olds, pupils' attainment was below the national average in English and well below average in mathematics and science, and in comparison with schools in similar contexts. Results fell significantly in English and remained much the same in mathematics and science as in the previous year. Pupils' progress since taking the national tests for seven-year-olds in 1999 is indicated as being above average in English and average in mathematics and science. The trend of the school's average national curriculum points score was below the national trend when viewed from 1999 to 2003.



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

Standards in:	School results	National results
English	25.9 (27.5)	26.8 (27.0)
Mathematics	24.8 (24.7)	26.8 (26.7)
Science	27.0 (27.0)	28.6 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

5. In Years 3 to 6, the current standards of pupils' work are average in science, reading and ICT, but below average in writing and mathematics. Achievement across the year groups is increasingly sound, as the strategies used by the school begin to improve the rate of pupils' learning, but some underachievement remains. This is most noticeable in writing and mathematics.
6. Across the school, the pupils' achievement is satisfactory. Pupils with special educational needs make at least sound progress towards the targets in their individual education plans. The work of the one pupil for whom English is an additional language is progressing soundly. The school has thoroughly analysed recent test results and pupils' work and recognised that pupils in Years 3 to 6 are underachieving, particularly in writing and mathematics. A number of strategies have been put in place to improve the situation and these are beginning to raise standards. However, the quality of teaching is not yet consistently good enough to ensure that the rate of pupils' learning is fast enough to fully eliminate underachievement. The use of assessment information also needs to be improved to ensure that activities consistently match the varying needs of pupils more closely, particularly in Years 3 to 6.

**Pupils' attitudes, values and other personal qualities**

Attendance and punctuality are good. Pupils' attitudes and behaviour are very good. The overall provision for pupils' spiritual, moral, social and cultural development is very good.

**Main strengths and weaknesses**

- Pupils' personal development is very good.
- Pupils' attitudes and behaviour in classes and around the school are very good.
- The school promotes extensive opportunities for pupils' personal development.
- Pupils' involvement in the work of the school is not fully developed.

**Commentary**

7. The pupils' attitudes and behaviour are very good. Pupils feel secure and confident in school, are helpful, considerate and consistently behave well. Break times and lunchtimes are pleasant and relaxed. Pupils are enthusiastic, keen to work hard, take responsibilities, and involve themselves in the variety of extra-curricular activities.
8. Pupils' personal development is very good. Pupils take responsibility for their own actions, understand the need for rules, and have a good awareness of the values, beliefs and cultures of others. The school environment promotes the desire to learn as well as nurturing the pupils' personal development. The school offers a very good range of opportunities to enhance personal development through personal, social and health education (PSHE), circle time, drama, visits out of school, and other links such as through the National Gallery's 'Take One Picture' project. There is also a range of visitors to the school. For example, the African minister 'Yemmi', who preaches in nearby King's Lynn, took part in assembly. The extensive range of community and school links provides additional enrichment to the opportunities provided. Links with other schools and the community provide pupils with very good

experiences of different social contexts. For example, pupils serve meals to the community lunch club, talk with disabled people, and raise funds to support charities.

9. Pupils are encouraged to develop spiritual awareness through class discussions, personal, social and health education lessons, their studies of the world around them, as well as moments in assembly when there is a strong sense of awe and wonder. They are aware of the values and beliefs of other faiths through the religious education lessons, looking at books and artefacts. Displays around the school provide further information to the pupils. The school's ethos includes Christian values of care and support.
10. Pupils' moral development is very good. All the adults in the school reinforce the expected standards of behaviour with the appropriate use of praise and rewards, including the giving of stars and stickers. Pupils have a very good sense of right and wrong. They understand the school's expectations for their conduct and the need to care for each other. This understanding is supported well by school policies, such as the anti-bullying policy, and pupils are encouraged to tell of their experiences and to support each other.
11. Pupils' cultural development is good. The combination of educational visits and visitors who speak to the pupils enable them to experience a wide range of experiences that enhances their knowledge and understanding of their own and other cultures.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.4

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

12. Attendance is above the national median. There are very few late arrivals; pupils are very keen to come to school. Children with poor attendance are well supported through close contact with parents. There are no unauthorised absences, and no exclusions. Pupils arrive at school punctually. Registration is carried out expediently in an atmosphere that is polite, respectful, and nurturing.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning and curriculum provision is good. Standards of care are good. The school has a good partnership with parents.

## Teaching and learning

The overall quality of teaching and learning is good, but with inconsistencies across the school.

### Main strengths and weaknesses

- The quality of teaching in Year Reception to Year 2 is rarely less than good, and is often very good or excellent.
- The quality of teaching in Years 3 to 6 is satisfactory, but not consistently high enough to bring about good learning on a regular basis.
- Teachers insist on high standards of behaviour in lessons.
- Teachers promote equality of opportunity for pupils very well, including those with special educational needs and for whom English is an additional language.

- The use of assessment information in response to the pupils' individual needs is inconsistent across the school.
- Pupils' understanding of how they can improve their work is not sufficiently developed in Years 1 to 6.
- All staff work hard to interest pupils in their work and encourage them to do their best.

## Commentary

13. The overall quality of teaching has improved soundly since the 1998 inspection.

### **Summary of teaching observed during the inspection in 21 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	7	9	0	0	0

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

14. Teaching in Years Reception to 2 is rarely less than good, and is sometimes very good or excellent. Teaching in these year groups is characterised by: a very good command of the areas of learning and subjects; very effective planning of lessons; and the effective deployment of teaching assistants to promote pupils' learning. One lesson contained excellent teaching owing to the very positive relationships between staff and pupils, a brisk pace, and the use of a very good range of strategies to involve pupils in their learning.
15. Teachers of all age groups insist on high standards of behaviour in lessons and this contributes positively to the overall atmosphere of the school and the very positive attitudes of the pupils to their learning. The atmosphere in lessons often encourages hard work and concentration, and pupils frequently enjoy their work.
16. The school's very good commitment to its pupils results in all of them being included in all the learning opportunities and activities on offer. Pupils are provided with a good breadth of learning that includes the basic skills of literacy and numeracy. The teaching and learning include the increasing use of these basic skills and ICT skills in other subjects, and this is helping to eliminate underachievement in Years 3 to 6 and to maintain the pupils' interest in their work throughout the school. Many opportunities are provided for pupils to participate in a very good range of art, musical and community activities, and educational and residential visits that extend beyond the classroom. Pupils enjoy these opportunities and this encourages them to learn.
17. The quality of teaching in Years 3 to 6 is never less than satisfactory, but is not consistently high enough to bring about a good pace of learning on a regular basis, most noticeably in writing. More pupils are making sound progress than was previously the case, and this is helping to eliminate underachievement in English and mathematics, and particularly in science. Teachers' expectations for pupils' learning and the degree of challenge are not high enough in all lessons, particularly for the pupils capable of higher attainment. This means that they are not learning as well as they should.
18. The amount of information about pupils' work is growing and teachers are more aware of the pupils' needs. However, the use of this information to plan activities that match the needs of pupils is inconsistent across the school, with the weakest match being in Years 3 to 6. Good practice is evident in the reception class and in Years 1 and 2 where, for example, work is organised for three different levels of ability in English and mathematics. There is scope for this practice to be implemented in the other year groups on a regular basis.
19. The pupils' understanding of how they can improve their work is not sufficiently developed across the school. This is linked to the quality of teachers' marking. Much of the marking is

positive in tone and carried out regularly, but is not consistently providing an indication of how well the pupils have achieved against the lesson or learning objective, or what they need to do to improve their work further. This reduces the rate of learning for pupils of all abilities.

20. All staff work hard to interest the pupils in their work and encourage them to do their best. The excellent vision and very good leadership of the headteacher has encouraged staff to make the pupils' learning as enjoyable and creative as possible. Good use is made of teaching assistants and resources in general. A good investment has been made in providing training for all staff. Teamwork is very evident in the co-operation seen to take place between teachers and support staff and parent helpers. Individual pupils with special educational needs and groups of pupils benefit from the support of assistants, and the organisation of lessons improves as a result of their work.

## **The curriculum**

The curriculum provision is good.

### **Main strengths and weaknesses**

- The curriculum is highly inclusive and there is equality of access and opportunity for all pupils.
- A wide range of extra-curricular activities and enrichment opportunities extend pupils' learning.
- Participation in the arts, music and other activities is very strong.
- Cross-curricular planning and links are increasingly well developed.
- There is a good emphasis on social education, world culture and citizenship.
- ICT is used increasingly well to support pupils' learning in a range of subjects.

### **Commentary**

21. There has been good improvement since the last inspection, when the planning of the curriculum was judged to be unsatisfactory and provision in a number of areas such as ICT, design and technology and sex education were not well met. The curriculum now meets statutory requirements for the pupils' personal, social and health education. It is well balanced and there is a wide range of opportunities for all groups of pupils. All subjects have appropriate and well-documented schemes of work. Careful attention has been given to matching the curriculum to the needs of the pupils and learning experiences are reviewed regularly. Staff have implemented the national strategies for literacy and numeracy well. ICT is used increasingly by teachers and pupils.
22. Provision for ICT is a growing strength within the curriculum. Teachers and pupils make increasing use of ICT in several subject areas as their confidence and skills increase. Pupils respond enthusiastically to electronic presentations. The popular breakfast club enhances the pupils' experience well.
23. The curriculum includes several creative and innovative elements. Most notable is the cross-curricular activity based on the 'Take one Picture' project. This has grown out of the Advanced Skills Teacher's creative role in developing the art and design curriculum to become a whole school activity. Planning is done in great detail and shared by all staff. This year Degas' 'Beach Scene' provides the central stimulus for work across all subjects of the curriculum including an investigation of the locality and the people of France in Degas' time. Displays of pupils' work around the school include examples of weaving, which came from a science lesson. The link with the National Gallery in London is now very well developed and last year's work, based on Canaletto's painting 'The Stone Mason's Yard', resulted in the whole school visiting The Queen's Gallery to see an original painting by the artist.
24. Pupils who have special educational needs or who are gifted and talented are identified early. Other than by extended learning opportunities in lesson time, there is no separate provision for

gifted and talented pupils. However, the provision for extra-curricular activities supports these pupils well especially in the creative arts and music. Support arrangements for pupils with special educational needs are soundly planned. The quality of special educational needs provision is similar to that at the time of the last inspection. Further improvement is still required to ensure planning and teacher expectations are consistent across the school.

25. Educational and residential visits and visitors to the school provide further enrichment of the curriculum. Pupils visit places such as the Horstead Centre (for a residential visit and outdoor activities), Houghton Hall (looking for minibeasts), Norwich Cathedral (the Anne Frank exhibition), and Chelmsford (Young Engineers' K'Nex Challenge finals). A number of visiting speakers and musicians have contributed to pupils' cultural development and health education. Pupils are involved in activities which sponsor and support a child who lives in Mozambique. These opportunities encourage friendship, mutual respect and tolerance of others' feelings and values.
26. The school provides a very wide and changing variety of extra-curricular activities. The response from pupils is good. They have opportunities to attend regular after-school activities, including the music club, recorders, gym club, mini-tennis, art club, guitars, and a wide range of seasonal sports. The dance club contributes to an end of term concert that celebrates the instrumental skills of pupils, parents and community members.
27. Sufficient accommodation has been a problem in the past and even now conditions are cramped in some areas. Recent use of the village hall, the development of a library and resources base in the gallery, and soundproof doors have really helped with the successful delivery of the curriculum. The new covered hard surface outside the mobile classroom is an additional and useful space for child-initiated creative play activities. Resources have been improved since the last inspection and recent acquisitions are of good quality. There remain some shortages, for example, in the quantity of specialist items for fieldwork in science. In spite of recent staffing reduction, there are sufficient teachers and support staff to meet the demands of the curriculum.

## **Care, guidance and support**

There are good arrangements to promote the welfare, care and protection of pupils. They receive sound support, advice and guidance. Pupils' opinions are valued and the school is taking satisfactory steps to extend opportunities for them to contribute their views.

## **Main strengths and weaknesses**

- Children thrive as confident learners because they feel secure and happy.
- Parents value the support their children receive.
- Pupils have insufficient understanding of their own learning and how to improve.

## **Commentary**

28. Arrangements to support the welfare, safety and protection of pupils have improved since the time of the last inspection and are good overall. Child protection arrangements are sound. The designated person has been trained, although only those members of staff with classroom responsibilities are regularly briefed on procedures. Pupils are supervised effectively when out of the classroom. They have very positive relationships with staff and as a result they are happy, feel secure and are confident to share concerns if needed. There are suitable arrangements to deal with first aid emergencies and prescribed medicines. Fire drills are carried out with sufficient frequency to ensure that everyone knows what to do in an emergency. Maintenance arrangements for equipment and appliance servicing meet requirements. The governing body is fully involved in overseeing health and safety arrangements. There is a regular risk assessment of the premises and action required is

suitably prioritised. Procedures to assess risks in relation to trips out of school are thorough, although not fully recorded.

29. Children visit the school for a morning before starting in reception, where they settle well. Pupils joining the school at other times are supported very effectively, ensuring a minimum interruption to learning. Parents value the way in which the school responds when their children have difficulties, liaising with local agencies as needed. The ethos of the school is based on ensuring that pupils receive the guidance and support they need to help them develop into caring and contributing members of the community. The school does this very well. It is reinforced effectively with formal lessons where pupils learn about health, relationships and environmental issues. Staff know individual children and their personal development very well. With the exception of reception class pupils, there is no formal monitoring of this and progress made is not included in annual reports to parents. Across the school, work has started on setting individual work related targets and improving the quality of marking. This is not yet developed to provide sufficient guidance to pupils about how well they are doing and what they must do to improve.
30. In this small school the views of individual pupils are highly valued and they are confident of being listened to with respect. The school has started the process of forming a school council to extend opportunities and encourage pupils to put forward their opinions on matters affecting the school community. They anticipate the start of meetings from the beginning of next term.

### **Partnership with parents, other schools and the community**

There is a good partnership between parents and the school that supports learning well. Very good links with the community enrich learning and extend opportunities for personal development. There are good links with other schools.

### **Main strengths and weaknesses**

- The central role the school plays in the community is very beneficial to pupils.
- Parents think highly of the school and support its work well.
- Progress reports for Years 3 - 6 provide insufficient evaluation and guidance.

### **Commentary**

31. The school has improved its partnership with parents since the last inspection. Parents are very supportive of the school and the values it promotes. They are well informed about routines, expectations, school news and events. They feel very welcome in the school, have easy access to their children's teachers and know their concerns will be listened to, taken seriously and dealt with promptly.
32. There is very good support for families when children are experiencing difficulties. Parents are encouraged to be involved in the work of the school and this has benefited pupils with, for example, additional extra-curricular activities. Sessions held for parents about literacy and numeracy are valued. Those with children having statements of special need are invited to their annual reviews. Arrangements to ensure that parents of all children with special needs receive copies of individual education plans are not systematic. Parents of children in Years 1 and 2 are pleased with advance information received about what their children will learn and their homework. This is less so in Years 3 to 6 and reduces opportunities for parental involvement. For pupils in Years 1 and 2 annual reports provide a suitable evaluation of progress and what they know, understand and can do in English and mathematics. Well-focused and clearly expressed targets usually help parents to understand the next steps their children must take in these subjects. There are examples of good practice in English. In other subjects reporting is less detailed, focusing principally on attitudes and what pupils can do. For those in Years 3 to 6 reports provide insufficient information overall. There are good opportunities for parents to discuss their children's progress with teachers.

33. Pupils have an opportunity to spend a morning in the school before they enrol. This helps them to settle well when they start in the reception class. The school is in the process of building closer links with playgroups during the next year. Suitable academic and personal information is provided to secondary schools when pupils move on to Year 7, and there is well-planned induction. Arrangements to minimise disruption to learning at the time of transfer for children with special education needs are effectively planned. The school benefits from links with a local secondary school specialising in the arts. This gives good access to specialist teaching for drama and music and also the loan of equipment and facilities as needed. The school shares its expertise in literacy with other primaries and benefits from similar support with numeracy. Head teachers of local primary schools share expertise.
34. A particular feature of the inspection was to look at the school's community provision. Support by the school for action to renovate the Village Hall has led to its development into a thriving hub of the local community. The school actively encourages new groups to use the hall, for example the indoor bowls club it started has recently needed to extend its facilities. It brings pupils into contact with a wide range of community groups. This has resulted in a growing understanding of their various needs, how communities function and has given access to a constantly growing range of opportunities to enrich classroom learning. The monthly lunch club for senior citizens is attended by up to 30 people. It provides for pupils a rich source of information, for example about World War 2, as well as developing social skills.
35. Use of the village hall by the school during the day has made a significant improvement to the cramped conditions in which it was previously operating. It has made possible indoor physical education, assemblies, school lunches and meetings without considerable moving of furniture in two of its classrooms. It has also enabled the school to provide a better range of extra-curricular activities. The close relationship the school has with the community results in it being sought as a natural partner in future developments, such as in planning for a Community Wood on nearby land. This will provide a further valuable learning resource, both during planning and on completion.
36. Opportunities taken to entertain community groups at Christmas, for example taking the Nativity Play to a local hotel for the disabled, raise self esteem and develop confidence, as well as giving a great deal of pleasure. The whole community is invited to special assemblies at the village church, such as at Harvest Festival after which children and their parents individually deliver Harvest Boxes locally. A visitor from the Royal Society for the Prevention of Cruelty to Animals talked to pupils about the association's work prior to being presented by them with a Harvest donation of animal foodstuffs. This, and talks given by other charities they support, helps pupils to understand and respond to the needs of others.
37. Networking with people within the community has given the school valuable access to local expertise that brings realism to lessons. For example, pupils learn about Diwali, local wildlife and the planets. Local artists work with pupils giving them experience of a range of media for weaving and sculpture. Musical appreciation is enhanced through hearing a local cellist play. Local musical events, theatres, museums, gardens, woods, a professional story teller, dance company, the arts centre and zoo are all used very well as a means of enriching classroom learning. A very successful link with a local company has enabled pupils to be involved in 'design and build' projects. They showed awed delight and considerable enjoyment when their rockets and launch pads worked effectively in the playground. Both this and the successful work pupils do on a nationally promoted design project each year enable them to use, consolidate and extend their maths, science and design and technology skills.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher provides very good leadership. The leadership from within her staff team is good. The effectiveness of management is good. Governance is satisfactory.

## **Main strengths and weaknesses**

- The headteacher has an excellent clarity of vision and sense of purpose, combined with high aspirations for the school's work.
- The school's commitment to inclusion, promotion of equality and concern for the needs of individual pupils is very good.
- The leadership of the curriculum and teaching by the headteacher is very good.
- The headteacher and her team of staff are good role models for each other and the pupils.
- Governors are very supportive of the school and its staff, and have a good understanding of its strengths and weaknesses. Their role as a critical friend to the school is developing soundly.
- Good financial management supports developments well.

## **Commentary**

38. The headteacher has an excellent clarity of vision and sense of purpose for the school's work. This is set out formally in a detailed school improvement plan for each academic year. Equally important is the way she works to carry out this agenda of actions. Staff and governors are fully consulted and their input is highly valued. Recent difficult issues of staff redundancy and falling scores in national tests for Year 6 have been dealt with in a sensitive but determined way. The result is that the school continues to run smoothly, with teaching and non-teaching staff showing a very good commitment to do their best for the pupils. After a thorough analysis of the situation and deciding on the best course of action, underachievement of pupils in Years 3 to 6, identified by the staff team, is being addressed with some success. Suitably high aspirations are set. Through some good monitoring and evaluation, it is recognised that more work is required to fully eliminate under-performance in English and mathematics.
39. All staff show a very good commitment to include all pupils in all of the school's work. The provision of a good range of extra-curricular activities, and staff involvement in educational and residential visits are an outward sign of this commitment. The school's very good links with the community strengthen the pupils' involvement.
40. In this small school with few teaching staff, the headteacher takes responsibility for the leadership of mathematics and science, and co-leads English with the Foundation Stage leader. Through her own teaching example, the tone is set for ensuring that the basic skills are taught, but with as much liveliness, enjoyment and creativity as possible. The headteacher receives very good support from the advanced skills teacher and leader of the Foundation Stage, with other teaching and non-teaching staff contributing their own leadership skills from time to time.
41. The headteacher and her team are good role models for each other and the pupils. A strong sense of teamwork is shown by both the words and actions of staff. The way that adults show respect and value each other is seen by the pupils and sets a positive tone. As a result the attitudes and behaviour of the pupils are very good and this supports the enjoyment of their learning really well.
42. Governors are very supportive of the school and its staff. Through their attendance at meetings and school events, and in visiting the school, they have a good understanding of the school's strengths and weaknesses. They ensure that the school meets its legal requirements. The governors are satisfactorily developing their role as critical friend by asking pertinent questions about the information provided for them. As a group, they provide some help to the headteacher in shaping the vision and direction for the school.

## **Financial information**

### ***Financial information for the year April 2003 to March 2004***



Income and expenditure (£)	
Total income	248,501
Total expenditure	231,515
Expenditure per pupil	3507.80

Balances (£)	
Balance from previous year	(34,513)
Balance carried forward to the next	(17,527)

43. The school's finances are managed well, with appropriate governor input and oversight. Spending is monitored and controlled well through regular financial reports and meetings. The day-to-day management of finances is efficient. The school uses best value principles soundly.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

#### Main strengths and weaknesses

- Pupils' overall achievement is good. Reception children are settled, happy, and enjoy coming to school.
- There is an inclusive ethos; all pupils' needs are very well met.
- Pupils' attitudes are very good.
- Teaching and learning are good.
- Physical development is sound, but limited by provision.
- Pupils' independent work needs further development, particularly in writing.

#### Commentary

44. The reception class consists of 13 full-time pupils. They are taught as a single class for each morning session and join the Year 1 and 2 pupils in the afternoon. The class teacher is supported well by two learning support assistants, one of whom supports two pupils who have statements of special educational needs. The pupils' attainment on entry is average. Pupils' achievement and standards of work are good. By the end of the reception year, pupils are well on course to achieve the goals set nationally, with the exception of those who have statements. This is due to the good teaching they receive. Lessons are taught in a lively way, with a sound range of teaching and learning styles being used. The teacher is well supported by the learning support assistants, who make a valuable contribution to learning both with small groups and with children individually. The work of the adults provides a stimulating and well-organised classroom. Pupils are offered a wide range of practical, purposeful, and interesting activities that are tailored to their needs. Teamwork is very good; for example, all adults make observations and assessments about the pupils and their work. This assessment information is used well to inform the planning of future lessons.
45. The pupils' **personal, social and emotional development** is very good. Staff ensure that the pupils are nurtured and supported with their pupils' individual needs very well catered for. Those with special educational needs are taught sensitively. Pupils care for each other and share equipment. Relationships between adults and pupils and between pupils are very good. The very good provision for indoor activities stimulates learning in an environment that is secure and happy. The pupils know what is expected for their behaviour and learning and routines are well established. As a result, pupils behave very well and their enthusiasm is encouraged. Pupils move around the classroom with confidence. The quality of their indoor and outdoor play is enhanced by the participation of adults in the activities and the good role models that they provide.
46. The pupils' **communication, language and literacy development** is good. All staff encourage the pupils to talk and help them to extend their vocabulary. Listening skills are also well developed through the lively teaching that captures the pupils' attention very well. Basic skills are introduced in an interesting way that stimulates learning so that, for example, the pupils' knowledge of letter sounds is at least satisfactory. Pupils are able to tackle little-known words with confidence. Opportunities for independent writing are not developed fully. For example, there is still some copying underneath adult writing, and tracing over the top of it. More opportunities need to be made for pupils to write independently and at an earlier stage of their time in school. Occasionally support staff are too quick to scribe for the child, when they could make an attempt themselves.

47. The pupils' **mathematical development** is good. A high emphasis is placed on providing practical indoor and outdoor activities and these often contain good links to other areas of learning. For example, in the building of a train with junk modelling, the teacher took the opportunity to reinforce the pupils' knowledge of three-dimensional shapes. During story time, one pupil noticed the number of animals on the page added to five in total, so the opportunity to revise combining numbers to make 5 and 10 was seized upon to good effect. Pupils' ability is good when they add on from a target number, double numbers, count in twos and tens, and recognise the names of shapes. The higher-attaining pupils add orally up to 20. The skilful use of questions in the teaching, which are phrased using different levels of vocabulary to match the pupils' ability, is used very well to aid learning.
48. The pupils' **knowledge and understanding of the world** is good. A sound range of activities, allow the pupils to experience and explore the world around them. They have been involved in the planting of a sensory garden outside the classroom. During the inspection they visited a local garden to observe the plants, vegetables and creatures of the area. The pupils use computers to develop their ICT skills in, for example, using a mouse to move and create images. The provision enables them to make various objects from construction blocks and kits. The pupils' curiosity is actively encouraged, and there is constant questioning about the world around them, which provides a good stimulus for learning.
49. The pupils' **physical development** is sound. A wide range of opportunities ensures that the pupils develop fine motor skills, through using pens, pencils, paintbrushes, scissors, and sticking activities using a range of materials. A group of pupils paint the large junk model train with a good degree of dexterity and control. There are some opportunities for physical development outdoors, but overall there are not enough opportunities for children to exploit their physical skills and be adventurous. They have limited daily access to bikes and other wheeled toys as time and space is restricted. No observations were made of these activities during this inspection.
50. The pupils' **creative development** is good. Pupils experience rhymes, songs and percussion instruments. They enjoy singing, and also explore colour, texture, shape and space in two and three-dimensional work. They express their ideas through imaginative role-play. For example, they use a good range of resources for playing out a variety of stories. The children are able to name all the primary colours. They can mix two colours to create a third. They are developing an awareness of the power of their senses, and know about the changing seasons and what this represents in the world around them. Good quality displays of pupils' work show that the children are able to use their imagination in art and design, and that they have used a wide range of materials to make pictures and to decorate objects.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- The pupils' standards of speaking and listening are good across the school.
- Good reading standards are achieved in Years 1 and 2.
- Teaching and learning are good in Years 1 and 2.
- Provision for pupils with special educational needs is good.
- Standards of writing are unsatisfactory in Years 3 to 6.

#### **Commentary**

51. The pupils' standards in speaking and listening are good across the school. Pupils are encouraged to interact with each other, in pairs as well as in groups. Consequently they have a rich experience of language, extend their vocabulary, can listen, talk and share ideas and views with confidence. Teachers use effective questioning to promote the pupils' oral response. In some cases, the language of these questions was adjusted really well to match the individual needs of pupils.
52. The pupils' standards of reading are above average in Years 1 and 2. Most pupils can read fluently, and with expression, and there are a few exceptionally good readers. In Years 3 to 6, average standards are achieved. Some of the average ability readers lack confidence, and do not see reading as a particular strength of their work. The higher-attaining pupils are not challenged consistently enough, for example, to extend their choice of text.
53. The overall standard and quality of pupils' writing in Years 1 and 2 is average. The standard and quality of pupils' writing in Years 3 to 6 is below average. Across the school, too few pupils achieved the higher levels in the 2003 national tests, while too many achieved the lower levels. The school has recognised that the improvement of writing across the school is its top priority. As a result of this recognition and some actions taken already, pupils' achievement is improving steadily with more of them making at least sound progress. No significant differences were seen between the performance of girls and boys.
54. The standards of pupils' handwriting and presentation of work is inconsistent in Years 3 to 6. Some children are developing a good cursive style which is well joined, but others have not developed a style that is good enough for their age and maturity. The marking of work is very varied in providing evaluative feedback to pupils so that they understand what they can do well, and also what they need to do to improve their work.
55. Pupils with special educational needs often achieve well. The challenge offered to the higher-attaining pupils and the teachers' expectations for learning are not yet consistently high enough to improve their rate of progress and to raise standards of work, particularly in Years 3 to 6.
56. The quality of teaching is inconsistent across the school. It is very good in Years 1 and 2. These lessons were very well planned and teaching assistants were effectively deployed to promote pupils' learning. An excellent literacy lesson in Years 1 and 2 was characterised by a very swift pace of teaching and learning. The teaching used an extensive range of styles that included the use of drama and singing and this enables all pupils to make considerable gains in their learning. Teaching is satisfactory in Years 3 to 6, but did not present pupils of all abilities with activities that were well matched to their needs. This slows their rate of learning.
57. The subject is well resourced. Each classroom has an extensive range of books. The newly refurbished gallery area has a good selection of big books and story sacks for the younger pupils, as well as a variety of non-fiction books and reference material. The subject is led and managed soundly. The joint co-ordinators have a common sense of purpose. Good practice is taking place through the monitoring of test results and teachers' assessments of pupils' work. They have identified that standards need to rise and set out a suitable course of actions to bring this about.

### **Language and literacy across the curriculum**

58. Good links to other subjects are found in lesson plans. For example, writing opportunities are provided for in history, science, mathematics and art. ICT is used effectively to support literacy, including the use of the interactive whiteboard. Work in the pupils' books and in displays of work around the school shows that language and literacy skills are used well.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

## Main strengths and weaknesses

- Effective strategies have been put in place to help eliminate underachievement.
  - Some underachievement remains in Years 3 to 6.
  - Leadership and management are good.
  - The quality of teaching and learning is inconsistent across the school.
  - In Years 3 to 6, the use of information from the assessment of pupils' work is not used consistently to provide activities that match the pupils' needs, particularly for pupils capable of higher attainment.
59. Overall, achievement in mathematics is satisfactory. In Years 1 and 2, the standards of pupils' work are sometimes above average. Pupils achieve at least soundly. In Years 3 to 6, standards vary from above average to below average across the year groups, with some underachievement being evident. Results of the 2003 end-of-key-stage tests were well below the national average and well below the scores of similar schools, which is a decline since the last inspection. Too few pupils have attained higher levels in Years 2 and 6. Boys have performed in line with the national average, but girls have been below this. Standards are now improving and it is likely that the school will achieve the challenging targets set for this year. No differences were seen between the performance of boys and girls.
60. The quality of teaching is inconsistent across the school. Teaching and learning are good in Years 1 and 2 and sound overall in Years 3 to 6. Where teaching is good, lessons are well planned and have a good pace, with good co-operation and involvement from pupils. In a very good lesson in Years 1 and 2, pupils were using their knowledge to recall odd and even numbers to 20 and beyond, learning about coins and finding totals that involved giving change. The planning of this lesson provided activities that contained appropriate challenge for the differing needs of the pupils. In Years 3 to 6, the activities did not always match the needs of the pupils and teachers' expectations for pupils' learning were not always high enough. The teaching is not consistently good enough to fully eliminate underachievement in all year groups.
61. Work is always marked and this sometimes identifies areas for improvement. The school does not yet involve pupils in assessing their own understanding. Where learning is less successful, this is linked to lessons that do not provide appropriately challenging activities for the range of abilities within the class. The curriculum for mathematics is sound, but with too little focus on using and applying mathematics in different contexts. The school has developed a good collection of resources, and is developing a games library for parents.
62. The subject is led and managed well. Strengths and weaknesses in pupils' learning have been identified. This information is being used to identify and implement effective strategies to overcome the identified underachievement. The good range of strategies includes the use of target setting, scrutinising pupils' work, observing lessons, reviewing the grouping of pupils and providing target groups of pupils with extra help. Data are analysed effectively. The actions are beginning to raise standards. Improvement since the last inspection has been satisfactory.

## Mathematics across the curriculum

63. The use of mathematics in other subjects is developing steadily. Sound use is made of ICT to promote learning in some lessons and year groups. The use of the interactive whiteboard is a good example of the developing practice in Years 1 and 2.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- The quality of teaching is good.
- Attitudes to learning are positive and behaviour is very good.
- The management and leadership of science are good; however, the monitoring and evaluation of the teaching of science are less well developed.
- Standards overall are in line with the national median, although for older pupils there is insufficient challenge and fewer pupils gain the higher grades than might be expected.

### Commentary

64. The standard of the Year 2 pupils' work is above average. Teacher assessments in Year 2 show that standards have improved from 2003 when they were broadly average. Pupils in Years 1 and 2 are developing their knowledge of materials by exploring the properties of paper for wrapping, and the practical work aids learning well.
65. In Years 3 to 6, standards of pupils' work are average in books and lessons. National Curriculum test results in 2003 show that standards by the end of Year 6 were slightly better than the national median at level 4 and above, but too few pupils achieved the higher Level 5. By Year 6, pupils are given good opportunities to promote rigorous scientific enquiry and use appropriate scientific vocabulary. They have a good understanding of fair testing and most are able to plan and carry out investigations with confidence. For example, they make predictions, observe, record and look carefully at the results of their investigation of waterproofing materials. However, in the lesson with a large mixed-age group, higher-attaining pupils were not working as well as they are able and levels of challenge were insufficient.
66. Overall, pupils' achievement is satisfactory. There are no significant differences in the achievement of boys and girls. Those with special educational needs, and the one pupil for whom English is an additional language, achieve equally well as a result of the very good support provided in lessons by teachers and learning support assistants. Standards are beginning to improve following a fall in recent years.
67. The quality of teaching and learning across the school is generally good, although the recorded work does not always accurately reflect the standards in lessons. Marking of pupils' work has recently improved, but some pupils' work is still unfinished. Planning is effective and the classrooms are well organised, with attractive displays of work. Teachers set clear learning objectives and pupils are aware of what is expected of them. They also understand how the current lesson is linked to previous work. Pupils are managed well in lessons and teachers frequently use focused questioning and lots of praise and encouragement. Some specialist equipment is in short supply although general resources are adequate and used well for investigative work. The immediate environment is used well to extend learning. Teachers use scientific vocabulary well in lessons and also ensure that pupils have opportunities to use their literacy and numeracy skills.
68. The subject is led and managed well. The subject leader has a clear vision and an accurate overview of science across the school. Colleagues are encouraged and supported very well.

Formal monitoring and evaluation of teaching and learning in science are not frequent, but assessment data are increasingly used to monitor and track pupils' progress. The information gained from analysis is used to improve achievement and standards.

69. Since the previous inspection, changes have been made which support learning very well. The new scheme of work encourages greater opportunities for investigations. There are developing links with other subjects, for example, the art and design initiative with the National Gallery.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The increasing use of the pupils' skills in other subjects is enhancing their learning well.
- Standards have improved in Years 3 to 6.
- The number of computers is too few for whole-class lessons.
- The use of databases and control technology is not as well developed as other aspects of the subject.

### **Commentary**

70. In Years 1 and 2 and in Years 3 to 6, pupils' achievement is satisfactory and pupils reach standards that are broadly in line with those expected nationally for their age. This is a similar situation in Years 1 and 2 to that reported in the 1998 inspection. Standards in Years 3 to 6 have improved soundly, being judged as below national expectations at the last inspection.
71. In Years 1 and 2, pupils use their sound word-processing skills to present written work. For example, research work on butterflies was enhanced by the combined use of text and images to record the information in written form. Pupils can find and open an appropriate program, save and print their work with satisfactory confidence and skill. Photographs are incorporated into written work. Pupils are confident in the use of the interactive whiteboard and this reinforced their learning soundly in a numeracy lesson. In Years 3 to 6, pupils satisfactorily use a movie camera to film a sequence of actions. They analyse their film and make a sound attempt to improve the quality through editing. The most able pupils also add sound to the action. Pupils use ICT competently for a range of purposes; for example, to produce history work on 'Decades'. They can use a scanner to add images to their work and successfully use a multimedia program to present the final draft. A simple database is used soundly to produce an analysis of information.
72. Teaching is satisfactory. Teachers' subject knowledge and confidence is developing steadily and staff are keen to use ICT hardware. In Years 1 and 2, pupils were encouraged to use the interactive whiteboard in helping to solve division sums. A geography lesson was improved by the projection of images of maps and paintings onto a whiteboard. The teacher used the images satisfactorily to reinforce the pupils' learning soundly. In Years 3 to 6, the teacher's good subject knowledge and provision of an enjoyable activity resulted in sound editing of the pupils' movie sequence. The practical part of a movie-making lesson was only accessible to a group of pupils because only a few computers were available for use, and in restricted classroom space.
73. The subject is led and managed soundly. The part-time subject leader has good knowledge of many programs and supports colleagues well. The plan for development is sound and correctly focuses on making the school's network as extensive as possible. Over time and with increasing effect, the school is working hard to ensure that pupils have as wide range of opportunities as possible to develop their skills. The use of databases and control technology is not as well developed as other aspects of the subject.

## Information and communication technology across the curriculum

74. Pupils learn to use ICT as a tool to support learning in many other subjects. They use word-processing programs in English, geography and history lessons. Information is stored and used in mathematics. The use of the digital and movie cameras appears in a sound range of work, with images used to enhance the presentation of finished projects or pieces of work, for example, in art and design. The Internet is used for research and the older pupils have made their own web page. The increasing use of the pupils' skills in other subjects is enhancing their learning well.

## HUMANITIES

75. Not enough work was seen in **geography** and **history** to make definitive judgements about standards and provision.
76. One lesson was observed in **geography**. Pupils in Years 1 and 2 show an interest in maps and in making a journey. They have a growing understanding about preparations that need to be made before making a journey, including the use of passport.
77. No lessons were observed in **history**. Pupils' work in Years 1 and 2 on display included appropriate topics of 'The Great Fire of London' and the lives of local fishermen. Links to other subjects included design and technology and English. In Years 3 to 6, a timeline included national and local details that had been added by the pupils.
78. The regular use of educational visits enhances the provision well.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. During the inspection, one cross-curricular lesson was observed that included elements of **art and design**. Samples of pupils' work were scrutinised, as well as the wealth of display material around the school, and there is every indication that standards are above expectations. The work on display around the school is often of a very high quality, which indicates a good standard of teaching and learning. Provision is very good. The school takes part in a project with the National Gallery. Each year the gallery recommends a painting, which this year is 'Beach Scene' by Degas. It provides a stimulating basis for art and work in other subjects. Sketchbooks are very well used, and pupils are encouraged to use these for a variety of purposes and with a range of materials, pencil, paint, collage, shading and perspective. Good resources are available for use. Storage is a concern for the school, and currently there are insufficient shelves and cupboard space to store resources in an appropriate way.
80. No **design and technology** lessons were observed. A particular feature of provision is the increasing links being made to other subjects. From the samples of pupils' work, standards have improved steadily in Years 3 to 6 since the last inspection.
81. No teaching of **music** was seen during the inspection and therefore no judgement on standards or teaching and learning can be made. However, very good singing was heard during an assembly and music was used to develop spirituality during this time. Pupils enjoy annual productions which always contain a good deal of music. There is good provision for pupils to learn to play instruments. A good range of activities enable them to use their musical talents.
82. One **physical education** lesson was observed. The lesson was satisfactorily taught and pupils in Years 3 to 6 showed sound skills in catching and throwing activities, before moving on to games of mini-rounders. Achievement was sound for all age groups because the lesson focused on a sound progression of skills. Most pupils can swim 25 metres or more by Year 6. Some good progress has been made since the 1998 inspection. Provision for PE has



improved significantly with the shared community use of the village hall, particularly for gymnastics. The use of outside coaches for training has raised the profile and the pupils' skills in football. The school continues to run a number of clubs, for example, for badminton and tennis. A scheme of work is in place to help guide the teaching and learning.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **good**.

### **Main strengths and weaknesses**

- Pupils are regularly encouraged to share their experiences and to talk and listen to each other.
- Too few opportunities exist for the pupils to be involved in their learning and the school's work.

### **Commentary**

83. Pupils are regularly encouraged to share their experiences and to talk and listen to each other. For example, reception pupils were encouraged to respect each other's needs; as one child said, 'If we get stuck we help each other'. In reception, pupils are involved in the completion of the profile of their year's work. In Years 1 to 6, pupils are involved in discussions in pairs and in whole class about the difference between right and wrong. Their moral and social development is very good.
84. Pupils have been involved in the development of an anti-bullying policy, and are developing roles and responsibilities around the school. The introduction of the school council in September is part of the school's recognition that pupils should be more involved in its work.
85. The use of role-play, drama, discussions, and the implementation of a citizenship dimension to the curriculum, have contributed to the pupils' improved awareness of others' values and beliefs. Pupils' self-esteem and confidence are very good, and staff across the school endeavour to maintain this and to build on it further. The pupils gain well from their involvement with the many community links established by the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
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	4
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	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
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).*