

INSPECTION REPORT

SAWTRY INFANT SCHOOL

Sawtry, Huntingdon

LEA area: Cambridgeshire

Unique reference number: 110714

Headteacher: Mrs F Wheatley

Lead inspector: Mrs S E Hall

Dates of inspection: 15th – 18th March 2004

Inspection number: 257411

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	213
School address:	Middlefield Road Sawtry Huntingdon Cambridgeshire
Postcode:	PE28 5SH
Telephone number:	01487 830678
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Dunn
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

This average sized school is in a large village of above average economic circumstances. The proportion of pupils eligible for free school meals is below average. No pupils are identified as speaking English as an additional language. Twelve pupils are on the school's register of special educational need, which is below average, and two pupils have a Statement of Special Educational Need. There is average mobility in and out of the school. The attainment of children on entry to reception is largely average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	Lead inspector	Mathematics Music Physical education The Foundation Stage curriculum Special educational needs
31729	Mr B Harrington	Lay inspector	
22556	Mr E Morgan	Team inspector	English Personal, social and health education and citizenship Geography History Religious education
13805	Mrs L Lowery	Team inspector	Science Information and communication technology Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school that provides a **satisfactory** quality of education and where there has been considerable improvement in key areas in the last two years. Pupils' achievement is satisfactory and standards are above average in English and average in other subjects. Teaching is satisfactory. The overall leadership and management are satisfactory, as is the value for money provided by the school.

The school's main strengths and weaknesses are:

- The headteacher has very good vision, sense of purpose and high aspirations for the school.
- Provision for the children in the Foundation Stage is consistently good.
- Pupils are happy in school and relationships and the school ethos are very warm.
- Standards in English are above average at the age of seven and pupils read and write well.
- The quality of teaching in parts of Years 1 and 2 requires improvement.
- Other than in English and mathematics, assessment procedures and the use of information to provide the highest realistic level of challenge are unsatisfactory.
- Achievement in information and communication technology is unsatisfactory.
- The role of subject co-ordinators in leading developments in monitoring and evaluating standards in subjects for which they hold responsibility is unsatisfactory.
- The pastoral care of pupils is very good.
- Governors fulfil their roles satisfactorily although they have not yet fully developed their first hand knowledge of the school in order to provide challenge to decision making.

There has been satisfactory overall improvement since the previous inspection. The quality of leadership has considerably improved in the last two years and the school is now much more focused upon improving achievement. The school has increased the proportion of high attainment in some areas but not so effectively in others. Standards have improved in English although more remains to be done in other subjects to ensure all pupils achieve the highest levels that they are capable of.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			Similar schools
	2001	2002	2003	2003
reading	B	A	B	C
writing	B	A	A	B
mathematics	B	A	B	C

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

Achievement is **satisfactory** overall. Children enter reception with skills that are generally average although a significant number of them have skills that are above what is expected for their age in all areas of early learning. Teaching is good in reception and children achieve well so that they enter Year 1 exceeding the goals they are expected to reach for their age in all areas of their learning. The good rate of progress made by the younger pupils reaches a plateau somewhat in Years 1 and 2 where teaching is not as strong. At the age of seven, pupils attain standards above those expected for their age in English and average standards in all other subjects that were inspected. Pupils, including those with special educational needs, generally achieve satisfactorily in Years 1 and 2 although occasionally some higher-attaining pupils could achieve more if presented with a consistently high level of challenge.

Attendance is average. Pupils' attitudes and behaviour are very good. Pupils' spiritual, moral, social and cultural development is **good** overall, with moral and social development being very good, cultural development good and spiritual development satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory** overall. Teaching in the Foundation Stage is consistently good. This is because the strong and effective team of early years teachers provides a bright and stimulating learning environment and the teachers share high expectations of what the children can achieve in their personal and academic development. Teaching and learning in Years 1 and 2 is generally satisfactory and sometimes good, particularly in the mixed Year 1 and 2 class. At times, however, tasks are not set at a high enough level to ensure the best achievement, particularly for the higher-attaining pupils. Worksheets that limit pupils' recording skills are used too often and there are not enough open-ended problem solving and investigative tasks for them to tackle. Assessment procedures in most subjects are unsatisfactory and require further development, as does the use of information to provide the highest level of challenge across all subjects. The curriculum is satisfactory. However, planning and provision in information and communication technology is unsatisfactory. Accommodation is satisfactory but cramped classroom bases restrict the organisation of activities and noise from the open plan areas impinges upon a calm working environment.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The headteacher provides good leadership. Her role has been pivotal in recent school improvement. In the two years since her appointment she has developed a very good vision and sense of purpose in planning for improvement. The leadership of other key staff is satisfactory. Management of the school is satisfactory, although with room to considerably develop the role of subject co-ordinators in managing curriculum developments. Governance is satisfactory and governors are keen to further their first-hand knowledge of school provision and their involvement in strategic planning which are currently under-developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They are pleased that their children are happy and appreciative of the school ethos. Many parents help their children at home and support the school well. In discussion, pupils say that they really like school and the range of activities that they are involved in.

IMPROVEMENTS NEEDED

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

- Raise the quality of teaching in Years 1 and 2.
- Extend assessment procedures and the use of information to inform planning in order to provide a consistently high level of challenge.
- Improve achievement and provision in information and communication technology.
- Extend the role of subject co-ordinators in development planning and monitoring and evaluation procedures.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is **satisfactory** overall. Children in the Foundation Stage achieve well and exceed the targets for their age in all areas of learning. At the age of seven standards are in line with national expectations, except in English where attainment is above average.

Main strengths and weaknesses

- Children in the three parallel reception classes achieve well in all areas of their early learning.
- Standards in English are above average at the age of seven.
- Pupils do not achieve well enough in information and communication technology.
- Pupils do not develop the skills to carry out problem solving and investigative activities to a high enough standard.

Commentary

Foundation Stage

1. Children enter the reception classes with wide ranging early learning skills. Their knowledge, understanding and skills are generally average, although with a significant proportion exceeding the targets expected for their age. During their year in the reception classes, children make good progress and a significant proportion make very good progress in all areas of their learning because the quality of teaching is consistently good. Leadership of the Foundation Stage is effective in ensuring planning, teaching and learning are strong in all three reception classes. By the time they enter Year 1 pupils exceed the goals for their age in all areas of learning.

Key Stage 1

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

Standards in:	School results	National results
Reading	16.7 (17.9)	15.7 (15.8)
Writing	16.3 (15.8)	14.6 (14.4)
Mathematics	17.0 (17.9)	16.3 (16.5)

There were 80 pupils in the year group. Figures in brackets are for the previous year

2. In the national tests at the end of Year 2 in 2003, pupils achieved standards that were well above the national average in writing and above average in reading and mathematics. However, when compared to schools with similar numbers of pupils entitled to free school meals, standards in writing were above average and those in reading and mathematics were average. Recent standards overall have generally been above the national average, but not so high when compared to similar schools. There has been some fluctuation from year to year and overall trends have been broadly in line with the national trend.

3. Prior to 2002 even though standards were above the national average, they were often below the average when compared with similar schools. This was during a time when the school had chosen not to implement the National Literacy Strategy and the National Numeracy Strategy. Following the appointment of the new headteacher, she, in conjunction with the Local Education Authority, identified that some pupils were not making the progress that early assessments indicated. The school subsequently implemented firstly the National Literacy Strategy and then the National Numeracy Strategy.
4. Standards in English are now above average and pupils achieve well. Pupils listen with understanding and speaking skills are satisfactory. They enjoy reading and many read confidently and fluently for their age. Parents support reading at home well which aids the progress their children make. Pupils achieve well in writing and develop the skills of handwriting, grammar and punctuation successfully.
5. Standards in mathematics are average and pupils achieve satisfactorily. Pupils generally have good understanding of numbers and can use these confidently in a range of calculations. However, the school has recently recognised that pupils do not always achieve as well when using and applying mathematics in problem-solving activities. This is largely because pupils do not have enough open-ended opportunities to develop the skills and confidence to tackle new activities by using their prior learning. This is a similar picture to that found in science where standards are average and achievement is satisfactory. Pupils have reasonable factual understanding of the range of scientific activities, but do not have the skills to carry out experimental and investigative activities to a high level.
6. Standards in information and communication technology are average but achievement is unsatisfactory, as pupils do not achieve what they are capable of. This is because pupils do not have regular enough access to computers as tools to aid day-to-day learning. Many pupils use computers at home and have reasonable skills in using information and communication technology, but do not develop these well enough as the number of school computers is limited and some are not used on a regular enough basis.
7. Pupils achieve satisfactorily across the school. Most groups of pupils, including those of average ability, those with lower ability and those with special educational needs make satisfactory progress. In national tests, boys have done consistently better than girls, but no evidence was noted in the inspection of why this has occurred. The school has not currently identified any pupils who are gifted and talented, although procedures are in place to support pupils who are particularly able. Higher-attaining pupils, whilst generally achieving satisfactorily, do not always make the progress they are capable of. This is largely because teaching in Years 1 and 2 is rather flat and does not make consistently high demands upon them.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school. Behaviour is also **very good**. Attendance is **satisfactory** and is in line with the national figure. Provision for pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- Pupils are very well behaved in the full range of school activities.

- Pupils show a high level of interest in their lessons and are pleased to share their work with others.
 - Pupils are generally confident and demonstrate very good social skills.
 - The school helps pupils develop moral and social understanding very effectively.
8. Pupils in all classes demonstrate a real interest in their lessons and involve themselves wholeheartedly during assemblies. They have a high level of awareness of the expectations of their teachers and are very attentive in lessons. They work hard at their tasks showing persistence and concentration. When required, they work co-operatively and the youngest children find no difficulty in sharing resources.
 9. In lessons and at play, pupils behave very well and demonstrate very good social skills. Many pupils undertake monitorial roles, with the older pupils acting as playground support for the reception children. Pupils are self-confident and are more than happy to discuss their work with visitors. The very good relationships that exist in school ensure that opportunities for oppressive behaviour are eliminated. Younger children have made a “wall of kindness” which identifies those children who have helped others. There have been no exclusions.
 10. There are particular strengths in how the school helps pupils develop moral understanding and social skills. Pupils' personal development is promoted effectively throughout the school, providing pupils of all ages with clear guidance as to what is right and wrong and of the importance of caring for other people. Teachers and other adults in school provide good role models for pupils in the way that they relate to one another and also by sharing their personal experiences with pupils. Teachers do not use praise to excess and this raises its value. Praise is used especially effectively when it is the thoughtfulness of pupils that is being lauded.
 11. The attendance rate is in line with the national average as is the rate for unauthorised absence. A small number of parents do not recognise the disadvantage that they place their children under by not bringing them to school on time.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4	School data:	0.2
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **satisfactory**. The quality of teaching and learning is **satisfactory** overall. Assessment is **unsatisfactory** except in English and mathematics. The provision for pupils' care, welfare and health is **very good**. The school works **well** with the parents, the community and other schools.

Teaching and learning

Teaching and learning are **satisfactory** overall. Teaching is good in the Foundation Stage, but more variable in Years 1 and 2. Although the quality of assessment is satisfactory in English and mathematics, it is **unsatisfactory** overall.

Main strengths and weaknesses

- Children in the reception classes have a good range of learning opportunities.
- The quality of teaching in Years 1 and 2 is variable with fewer consistently good learning opportunities for pupils and some important weaknesses.
- The quality of assessment of children's work is good in the Foundation Stage and makes a positive impact on children's learning.
- Assessment is unsatisfactory overall because routines are often informal and information is not used well enough to aid planning.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	3 (10%)	12 (39%)	14 (45%)	2 (6%)		

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

Commentary

12. Teaching in the Foundation Stage is consistently good as it was during the previous inspection. In the reception classes, all staff, including those in support roles work together very effectively and provide the children with a well-planned range of activities that meet their learning needs. Children are well supported and this helps them to settle quickly in their new environment. Assessment information is used effectively to plan an appropriate range of activities well matched to pupils' needs and abilities. Good use is made of teaching assistants and parental helpers to provide extra support.
13. The quality of teaching, whilst satisfactory overall, is variable in Years 1 and 2 and this variability has a significant effect on pupils' learning and progress. Some teaching, particularly in the mixed Year 1 and Year 2 class, is good. Relationships are good in all classes and virtually all pupils show good attitudes to learning. Lessons are carefully planned and at best, as for example in a very good English lesson, the tasks are well matched to pupils' ability with the result that pupils work diligently and make good progress. However, in several lessons teaching lacks pace and impact and the work does not take sufficient account of the range of ability. There is sometimes a lack of sufficient challenge, particularly for the higher-attaining pupils and investigative and individual learning skills are insufficiently developed. Worksheets, in the main, are used too often, are of limited use in assessing pupils' learning and restrict pupils' ability to think.
14. Assessment in English and mathematics has recently been reviewed and is satisfactory although, assessment routines have not had time to impact sufficiently on standards. Assessment procedures in most other subjects are informal and unsatisfactory. Overall pupils' work and progress are not assessed adequately and information is not used well enough. Consequently, there is not a sound enough basis for teachers' planning to reflect individual needs. This results in a lack of a consistently high level of challenge across the curriculum.

15. Teachers mark pupils' work consistently, but the marking lacks rigour and rarely does it indicate how improvements could be made. The school has identified these deficiencies and plans to improve assessment and recording procedures across the curriculum. The school has recognised the need for a degree of urgency in this work so that pupils' progress can be tracked, suitably challenging work set for pupils of all abilities, especially the more able, and targets set consistently to enable pupils to become more involved in their own learning. Where learning difficulties have been recognised, pupils are well supported, as for example through the Early Literacy Strategy. Where additional support is available pupils with special educational needs make good progress towards their targets.

The curriculum

The curriculum is **satisfactory** overall. There is **satisfactory** enrichment of the curriculum. Accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- The Foundation Stage curriculum is good.
 - Provision for pupils to learn information and communication technology is currently unsatisfactory with poor resources
 - Opportunities for pupils to develop investigation skills are limited.
 - The accommodation is of variable quality.
 - Good links are made across different subjects and the school has improved the range of activities outside the classroom.
16. The curriculum is broad and balanced, as it was at the time of the last inspection. However, curriculum development fell behind when the school chose not to implement national initiatives when they were introduced. The National Literacy and Numeracy Strategies have only been in place for two years and are still being refined. They are belatedly having a positive impact on learning. The school adopted the nationally recommended schemes of work for all the other subjects in September 2003. Teachers are becoming familiar with the new units of work, which are planned to ensure that all the National Curriculum requirements are met.
17. All National Curriculum subjects are taught regularly for appropriate lengths of time, except for information and communication technology. The school has very few computers and this means that pupils have limited opportunities to use them. Teachers ensure pupils experience all aspects of information and communication technology during Years 1 and 2, but they do not cover all of them on a regular basis. There are too few computers for teachers to be able to use them to support pupils with special educational needs. However, the school has recently made budgetary provision to improve resources and a new suite has been built to house the new computers and other resources, which have already been ordered.
18. The Foundation Stage curriculum is good. It is carefully planned to ensure coverage of the six areas of learning, and includes religious education that is appropriate to the age of the children. There is good emphasis placed on practical learning activities so that children learn by doing things. There are also lots of well considered opportunities for children to make choices in the activities they take part in. There is good consistency of practice across all three reception classes and they share a bright and stimulating learning environment.

19. Curriculum planning is conscientiously done and there are good links between different subjects. However, the lack of assessment in most subjects, means that teachers cannot ensure that the work builds on what has gone before. The headteacher has recognised that opportunities for pupils to develop the investigative skills in mathematics and science have been limited. Consequently it is a whole school focus for development. This is having a positive impact on pupils' learning, but has not yet had time to improve standards.
20. The school provides a satisfactory range of extra-curricular activities and this is a significant improvement on provision at the time of the last inspection. A good range of visits and visitors adds interest to the curriculum.
21. Learning resources are satisfactory for all subjects except information and communication technology. The three reception classrooms and the Year 1 classroom in the main building are small which necessitates some group work being undertaken in the shared areas. Both common areas are very well used but, as each is central to three classrooms, there is a significant noise problem. The playground is small for the number of pupils on roll, which limits its use, and causes playtimes to be split which leads to some time slippage. Teachers and support staff encourage pupils to make the best use of the space available. The school's plan to extend the hard play area has been approved.

Care, guidance and support

Pupils are **very well** cared for and are provided with **satisfactory** support, advice and guidance. They are **satisfactorily** involved in the work of the school from an early age.

Main strengths and weaknesses

- Pupils are looked after very well and this contributes to their self-assurance.
- Pupils' personal development is monitored regularly which helps them to become independent learners by the time they transfer to their next school.
- Procedures to support new pupils are very effective.

Commentary

22. The school considers pupils' health and safety a very high priority. Child protection procedures are thorough and the headteacher has received recent training. She has instigated regular risk assessments and health and safety surveys, which are effective in supporting pupils' welfare. The governing body monitors the list of hazards identified until they are closed, which helps ensure a safe learning environment. First aid procedures are good. Where appropriate, staff receive additional training. The routines that apply when pupils feel unwell or are hurt are well understood by staff and pupils.
23. Pupils' personal development is monitored regularly through 'circle time' and Personal, Social, Health Education and Citizenship lessons and by the headteacher taking lunch with the pupils each day. The personal development of children in the Foundation Stage is monitored using a target tracker. Pupils have helped to devise the school code and value the reward scheme, which culminates in good effort assemblies. Incident books in each class help the headteacher and staff to monitor behaviour.
24. The procedures for settling the youngest children into school are extremely well developed. A co-ordinator has been appointed to manage the admission visits made by children from the 5 pre-school organisations. There are two pre-school visits during

which children tour the school, take part in a physical education lesson, attend the good effort assembly, and share a story with their new teacher. Children and their parents are invited to the school after hours to play and to meet staff.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- The staff keeps parents well informed about what is going on in school.
- A significant number of parents help in class and visitors contribute to the quality of lessons.
- Parents are very supportive of school events and those organised by the Friends of the School.
- A small number of parents do not support the work that their children do at home.

Commentary

25. The school provides parents with good quality information about the school through the prospectus and the governors' annual report to parents. Monthly newsletters keep parents up-to-date with events in school. Pupils' progress reports are of good quality and include target setting. A significant number of parents attend the governors' annual meeting. Staff prepare well for the parents' consultation evenings, which provides parents with specific details about their children's learning. In addition to formally canvassing parents' views, the school operates a suggestion box scheme. The headteacher makes herself available to parents and carers at the beginning and end of each day so that any minor concerns may be quickly resolved.
26. A significant number of parents help in school each day and contribute to the opportunities for teaching and learning in all classes. The Friends of the School (FOSISA) are very well supported and through their fundraising and social events help to provide additional learning resources for the school. Although the vast majority of parents support the school and work that their children undertake at home, this support is not universal despite the additional effort that the school makes to accommodate all parents.
27. Each week the school welcomes local ministers of religion to present assembly. Pupils visit the churches as part of their religious education studies and to present a carol service at Christmas. The history and buildings of the village are used as a learning resource and in the summer term pupils visit the library. The school has strengthened its links with the village by adopting the village crest as its own. Visitors to the school include members of the emergency services. All year groups go on visits to places of interest that are linked to their studies.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **satisfactory**. The headteacher provides **good** leadership with key staff providing satisfactory leadership in areas for which they hold responsibility. Governance of the school is **satisfactory**. Management is **satisfactory**.

Main strengths and weaknesses

- The headteacher has very good vision for school development and a clear sense of purpose.
- The governing body is supportive of the school, but insufficiently involved in strategic planning for improvement.
- Leadership and management by key staff are variable and are not fully developed.

Commentary

28. The school has benefited substantially from the headteacher's effective leadership since her appointment. Her influence pervades all aspects of school life, and is apparent in the sense of purpose now evident in the school. Her clarity of vision and high aspirations have successfully improved standards and the educational provision over the last two years. The headteacher has successfully enthused staff. They fully support her and share her vision for the future of the school. They now share a common purpose and are committed to providing a better quality of education through effective monitoring and assessment of pupils' progress. However, her many initiatives have yet to make their full impact and much remains to be done.
29. The headteacher has set in place an effective management plan that identifies the school's priorities for development focusing on monitoring, evaluating and improving the quality of education. Responsibilities for subjects and other areas of the curriculum have been allocated and staff are clear as to their responsibilities, although as yet have not always been successful in developing the roles well enough. In some instances, such as in the Foundation Stage, an effective team has been established and the work is well co-ordinated. In Years 1 and 2, English and mathematics subject co-ordination is developing with the support of the Local Education Authority and monitoring and assessment procedures, including analysis of data, are beginning to have an effect on pupils' achievement. In other subjects, however, monitoring and assessment are at a developmental stage and have yet to make an impact. The monitoring of performance data, reviewing patterns and taking effective action have only recently begun and this aspect of the school's work is unsatisfactory at the present time.
30. The school day runs smoothly and procedures, including classroom organisation, are efficient. Responsibilities are well distributed and the school has recently embarked on a programme of professional development. However, since the school had not consistently kept up with curricular developments, such as the National Literacy and Numeracy Strategies, staff have subsequently missed out on professional development courses and this has adversely affected the school's curricular developments and individual teacher competence. This is now being addressed.
31. The governing body ensures that the school meets its statutory responsibilities, but has not been sufficiently involved in shaping the direction of the school. Governors' understanding of the strengths and weaknesses of the school has improved recently, but is heavily dependent on information provided by the headteacher. Overall, governors are supportive of the school, but are insufficiently involved in strategic planning and in challenging the school in terms of its performance.

Financial information

32. Financial management and budget control is satisfactory. The governing body has maintained an effective level of teaching and support staff and this is making a significant contribution to the success of the school. The headteacher ensures that expenditure reflects best value for money. The school budgets very carefully and has

been able to carry a significant underspend which is earmarked to equip the new information and communication technology suite.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	537 531
Total expenditure	534 725
Expenditure per pupil	2 419

Balances (£)	
Balance from previous year	75 759
Balance carried forward to the next	73 512

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Commentary

33. Attainment on entry to the three parallel reception classes, whilst very wide ranging, is broadly average with a significant minority of children having above average skills. Because teaching is good, children make good and sometimes very good progress and achieve standards that are above average in all areas of their learning by the time they enter Year 1. Overall provision in the Foundation Stage is a strength of the school that has been maintained since the previous inspection.
34. Teaching in each of the classes is good. Teachers and support staff have a good understanding of the needs of young children and work very well together as a strong, confident and effective team keen to continually improve provision. From the point of entry, good assessment procedures ensure that individual needs are recognised and catered for. Although the classroom bases are extremely cramped, staff make very good use of the shared creative and role-play area and outdoor facilities. However, background noise in the open plan area is intrusive and makes significant demands on staff to plan activities with sensitivity to other groups.

Personal, social and emotional development

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

Main strengths and weaknesses

- The very caring ethos, supportive environment and the quality of relationships are strong.
- There is a bright and vibrant learning environment, which promotes positive attitudes to learning and helps children develop confidence in their skills.

Commentary

35. The good quality of teaching and learning and the strong emphasis on care and support ensure that children achieve well in this area. Very good induction procedures enable them to settle happily and try hard in an environment where their efforts are valued. By the time they enter Year 1, virtually all children exceed the early learning goals which are the targets for their age. All staff work hard to help children overcome any shyness and support those with less confidence or less well developed language skills. Children with special educational needs are identified early and focused support enables them to achieve well. Care and kindness coupled with a vibrant learning environment enable most children to make good progress and become enthusiastic learners. Children are encouraged to share and take turns and this is a feature that becomes a strength of relationships throughout the school.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is consistently good in formal and informal activities.
- There is a well-planned range of activities to extend skills in all aspects of communication.

Commentary

36. By the time children enter Year 1 they have exceeded the goals expected for their age. The good foundations that are established for language development are a significant factor in the high standards achieved by older pupils. Children in all three reception classes are taught in a very bright, stimulating and literate environment. Great efforts have been made to generate interest in the written word through valuing and displaying children's work, which is carefully labelled and with captions.
37. The good quality of teaching enables children to achieve well and a significant number of children make very good progress in this area. Staff make good use of structured and incidental opportunities for improving basic language skills. There is a lot of encouragement to develop early writing and many children become enthusiastic writers for their age. They practice handwriting with 'flicks' on letters to aid the development of joined script. They are encouraged to write lists, captions, their names and simple sentences at an early stage and most develop good spelling skills. Children enjoy early reading activities and are keen to share their books with a range of adults. Spoken language is encouraged through role-play and the use of outdoor play. Teachers use stories and rhymes to good effect and children respond very positively to the wide range of activities.

Mathematical development

The provision for mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good because staff organise lots of practical learning activities, which enable children to achieve well.
- Support staff are effective in supporting mathematical games.

Commentary

38. Standards are above average on entry to Year 1. Teaching and learning are good and children take part in a wide range of structured and open-ended mathematical activities. Staff work hard to provide opportunities where children find things out by doing something, such as making repeated patterns or learning about positional words by hiding a soft toy in places in front of, behind, to the side or under other items. Children have good understanding of numbers and become confident in counting on, to and back from a range of numbers between zero and twenty. Because children become confident in their understanding, they achieve well and some, from a relatively modest understanding of numbers and shapes, achieve very well. Teachers are well supported by classroom assistants who are skilled at encouraging children to play a wide variety

of counting, sorting and ordering games, which stimulate the fun aspect of learning. Strategies including limiting the numbers of children playing in any part of the shared area to those wearing coloured bands to re-inforce learning and social skills well.

Knowledge and understanding of the world

The provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good; staff use the range of resources well.
- Children's understanding of information and communication technology is limited by the lack of regular access to computers.

Commentary

39. Because teaching and learning are effective in this area children achieve well. They develop a very healthy interest in what goes on around them. Because they develop good social skills and confidence in their own abilities, they enjoy taking part in lots of practical learning activities. Children enjoy using construction equipment to create a good range of items and designs. They enjoy finding out about the properties of sand and water through regular play. Teachers make good use of the outdoor play area and children become very familiar with the changes in the weather, and this awareness is used to develop an understanding of the environment around them. In religious education lessons children think about special people and objects, which stimulates the development of a maturing vocabulary when they attempt to define the word precious. However, children have insufficient on-going access to computers to extend their information and communication technology skills well enough.

Physical development

Provision for physical education is **good**.

Main strengths and weaknesses

- Good use is made of shared areas, including the outdoor area, to help develop physical co-ordination.

Commentary

40. The good quality of teaching and learning in all three classes ensures the children take part in a wide range of activities that stimulate their motor skills so that they achieve well for their age. Fine skills are developed through creative activities including the use and manipulation of simple equipment, tools, pencils and other materials. Children also develop the skills of moving and controlling play equipment through the regular use of tricycles and scooters. Regular use is made of the outdoor area with staff developing awareness of safety issues. This also has a very positive impact on the development of taking turns, sharing and general social development. Children develop a good sense of movement and balance that is extended effectively through simple gymnastics work in the school hall.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good especially in the range of art and design activities.

Commentary

41. Staff provide a good range of art activities that enable the children to develop good skills in drawing, painting and collage so that they exceed the goals for their age. Teaching and learning are good, enabling children to make good progress and achieve well. They enjoy a very wide range of creative play activities including regular access to role-play areas and materials. Children enjoy such activities, which are very valuable in extending their social skills. Most children become good at sharing and taking turns through co-operative play. Children enjoy singing activities, although a lot is demanded of them when asked to join in whole school singing practices of some traditional songs that are very hard for their age.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved since the time of the previous inspection and are now above average.
- Pupils achieve well with most reading and writing to a good standard for their age.
- The quality of teaching is good, particularly the current emphasis on pupils' writing.
- Insufficient use is made of assessment and monitoring and evaluation to ensure that tasks are well matched to pupils' ability, particularly for the higher-attaining pupils.

Commentary

42. Standards at the time of the previous report were in line with the national average. The data from national tests indicate that standards have improved over the last two years and are above average in both reading and writing. Inspection findings confirm this. The previous year's standards had been slightly higher due to the higher proportion of able pupils. Pupils, including those with special educational needs, achieve well.
43. Pupils have good listening skills. In class, they listen attentively to their teachers and to each other. They understand the main points being conveyed and respond appropriately. Whilst pupils' speaking skills are satisfactory overall, a number of pupils are reluctant to contribute orally. The more confident pupils explain their ideas using a wide descriptive vocabulary, but a number of pupils find it difficult to speak aloud and to develop their ideas.

44. By the end of Year 2, virtually all pupils read well and overall the standard of reading of the majority of pupils is better than expected. Most pupils read fluently with good expression and have good phonic strategies for tackling unfamiliar words. The higher-attaining pupils read a range of texts and can locate information they require. Pupils in Year 2 are independent readers and speak of their interest in books and the pleasure and enjoyment they derive from reading.
45. By the end of Year 2, most pupils' written work is well organised and clear. Sentences are sequenced logically and pupils' wide vocabulary enables them to choose words for variety and interest. Sentences written by pupils show a good understanding of basic grammar and words are generally spelt correctly. Punctuation marks, including full stops, capital letters, commas and speech marks are used correctly and pupils' handwriting is legible and consistent in size. No discernible reason is evident in most classes as to why boys perform better than girls do in national tests. However, observation in some lessons indicates that boys apply themselves more diligently to set tasks and are less dependent on their teachers for help.
46. The quality of teaching and learning is good and reflects the recent emphasis given to improving pupils' literacy skills. Very good relationships are evident in classrooms and this successfully raises pupils' self-esteem. Good use is made of the school's reading resources to raise standards. Group and individual reading is a prominent feature in teachers' planning and pupils now have a well-structured reading programme. They also have opportunities to select books for independent reading and are encouraged to read at home. A notable feature is the good support pupils receive from support staff when involved in individual and small group initiatives. However, there are too few opportunities for pupils to speak and to develop their ideas at length. Teachers' marking indicates generally when lesson objectives are met, but teachers' comments do not consistently indicate to pupils how improvements might be made.
47. The school also gives considerable emphasis to developing pupils' writing. The good foundation established in the early years is well developed across both Years 1 and 2 with suitable emphasis on the quality of the written work, both in its presentation and content. Pupils from Year 2 identify writing as a favourite activity, particularly writing accounts of their own experiences and this extends to homework activities. Lesson plans are detailed, incorporating clear learning objectives. However, in general, there is insufficient variation in the work planned for groups of differing ability. This is as a result of the inadequate use of assessment to ensure that all pupils, and in particular the higher-attaining ones, are suitably challenged.
48. Leadership and management of the subject are satisfactory. The school has only recently incorporated the National Literacy Strategy into the curriculum and this has meant that the co-ordinator has not attended professional development courses at the usual time although she is working hard to move the subject forward. She has enthusiastically embraced the strategy and the school has focused on the development of literacy. Assessment procedures to ascertain and record pupils' progress have been established but have not achieved their full impact and there has been inadequate opportunity to monitor and evaluate the quality of teaching and learning.

Language and literacy across the curriculum

49. Provision for the development of language and literacy across the curriculum is good and pupils respond well. Written work demonstrates the good emphasis placed on extending pupils' literacy skills into other subjects, such as science. The use of

information and communication technology to support language and literacy is unsatisfactory.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils have secure understanding of numbers.
- Teachers overly direct pupils and there are not enough opportunities for them to take part in open-ended problem solving activities.
- Monitoring and evaluation procedures have lacked rigour and have not been effective enough in identifying areas for further improvement.

Commentary

50. Standards in mathematics are average for the age of the pupils. Attainment has dipped slightly from the previous inspection when standards were higher than in English, this is now the reverse. Pupils have secure understanding of numbers, which they use well when making calculations. They have satisfactory knowledge of shape, space and measures and an early understanding of handling data. The majority of the pupils achieve satisfactorily in mathematics. By the end of Year 2, pupils have reasonable skills in carrying out mental calculations, although these are not as speedy as might be expected. Pupils recognise and name familiar two and three-dimensional shapes and enjoy using measures such as money when learning about the rules of number.
51. The large majority of pupils attain the expected Level 2 at the age of seven. While a number of pupils attain the higher Level 3 in national tests, this achievement is less secure than in English. Some potentially higher-attaining pupils do not make the consistently good rate of progress necessary to achieve all they are capable of. Average and lower-attaining pupils, including those with special educational needs, achieve satisfactorily. The support for pupils with special educational needs is often good and enables pupils to make the progress outlined in their individual education plans. While national tests indicate boys do better than girls, there is no significant evidence to indicate why this occurs.
52. Some years ago, the school made a decision not to implement the National Numeracy Strategy. On the appointment of the new headteacher and with the advice of the Local Education Authority, this was re-considered and implemented from 2002. This has meant that staff have completed the training much more recently than other schools and some staff are not as confident in teaching aspects of mathematics as might be expected. This is particularly so in the organisation of open-ended, practical and problem solving activities.
53. Teaching and learning are satisfactory. Teachers plan activities conscientiously to cover all aspects of the mathematics curriculum. Staff manage pupils well and ensure lessons are conducted in a calm and purposeful environment. While work is planned to meet the needs of groups of pupils who make different rates of progress this is not yet effective enough in ensuring the highest level of challenge. There is an over-use of photocopied worksheets, some of which do not challenge the pupils sufficiently. Some teachers overly direct the pupils in what they have to do when undertaking their work. This restricts pupils learning and the ability to use and apply their knowledge of mathematics through developing confidence in their ability to solve problems.

54. Leadership and management of the subject are satisfactory overall. The subject co-ordinator has worked conscientiously to help colleagues to adopt and adapt the National Numeracy Strategy and this has been satisfactorily achieved. However, the co-ordinator does not have a secure enough understanding of standards across the school, which makes it difficult to help move the subject forward. Whilst there have been some opportunities to monitor and evaluate the quality of teaching and of pupils' work, this has not been regular or rigorous enough to clarify where issues for improvement lie.

Mathematics across the curriculum

55. There are satisfactory opportunities for pupils to extend their mathematical thinking through number related opportunities in other areas of the curriculum, including science. However, these activities are often incidental rather than carefully planned. Information and communication technology is not used well enough to support mathematical learning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have good levels of interest in the different areas of the subject.
- Opportunities to undertake investigative and experimental activities are very variable.
- Assessment is weak and does not help teachers' planning to challenge the pupils to think for themselves.

Commentary

56. Pupils enjoy taking part in science activities and have reasonable understanding of the different areas of science. The vast majority of pupils achieve average standards and achievement is satisfactory overall. Lower-attaining pupils achieve well, and whilst higher-attaining pupils achieve satisfactorily some could achieve more. Pupils have a good understanding of electricity and its uses. They can make circuits, which will light a bulb or operate a buzzer and know the names and properties of a good range of materials. They can predict what will happen in investigations and observe accurately what happens. However, their ability to recognise how to make tests fair is limited as teachers overly control activities.
57. Whilst most pupils achieve the expected standard, few pupils achieve above this level. This is largely because progress slows in the Year 2 classes and pupils have too few opportunities to develop their investigative skills. The oldest, higher-attaining pupils are insufficiently challenged. Too much work is over-directed by teachers who use too many worksheets that do not give pupils the chance to make their own decisions or to organise their own work.
58. Teaching and learning are satisfactory overall and has a number of good features. Teachers' planning is very detailed. Teachers are well organised and activities are interesting. Staff manage pupils well. Consequently, pupils behave very well, listening carefully and following instructions correctly. Relationships between teachers and pupils are good. As a result, pupils are keen to ask and answer questions and they want to please. Teachers use questioning well to find out what pupils already know and

to get them to apply their knowledge in new situations. Teachers are beginning to plan more investigative work, but this aspect is still less well developed than it should be. Assessment procedures are weak, which means the work planned is not always carefully matched to the abilities of the pupils. Consequently, the work is sometimes too easy or difficult for some of the pupils. The lack of easy access to computers means that information and communication technology is rarely used to support work in science. Teachers use science lessons effectively to improve pupils' literacy and numeracy skills.

59. The recently appointed co-ordinator is starting to provide good leadership. She has already identified the strengths and weaknesses in the subject. She has a clear vision for the future development of the subject and is a good role model. Her management of the subject is satisfactory. She has produced a relevant action plan, which correctly focuses on developing investigative skills and assessment. A timetable for monitoring teaching and learning in each class and scrutinising pupils' work has been drawn up. Improvement since the last inspection has been limited so far, but there are clear indications that it is now getting better.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources are poor and limit pupils' achievement.
- Teachers are working hard to make effective use of the few computers available.
- The very recently appointed co-ordinator is competent and contributes significantly to improvements in provision.

Commentary

60. Most pupils have access to computers at home and already have useful information and communication technology skills when they start school. Consequently, they are generally able to reach average standards even though they have only limited opportunities to use computers in school. Their achievement has dipped since the previous inspection and is unsatisfactory. Pupils do not make the progress that they are capable of.
61. Over their time in school, teachers ensure that pupils have the chance to cover all aspects of the curriculum for pupils of this age. They learn to word process their work and make it look more attractive by changing the font, size, colour and by combining text and graphics. They use the 'Paint' program competently, selecting different colours and methods of applying them. They learn to enter simple data onto databases and to print off their results as graphs and pie charts. Pupils find out how to program a floor turtle so that it will move in different directions. Older pupils know how to access the Internet to find information that will help them with their work in history. The majority of Year 2 pupils can save, retrieve and print work independently.
62. Teaching and learning are unsatisfactory overall because the very limited resources prevent teachers from planning sufficient opportunities for pupils to use computers. Pupils are not able to use information and communication technology to support their work in all subjects. Teachers' understanding of the programs and skills they teach is secure. In the lessons observed, staff provided competent demonstrations and

explanations of new skills. However, learning was limited as almost 30 pupils had to sit around one computer and not all could see easily. In addition, it is several days before some of the pupils have the chance to use the new skills themselves. Good use is made of the 'buddy' system to overcome this problem. Despite the difficulties, pupils are interested and well motivated. They enjoy using computers and are happy to share and take turns. They behave very responsibly and are quick to offer to help each other.

63. The headteacher has worked hard to improve resources and teaching since her appointment. She has successfully secured national funding and a new computer suite has been built. She has appointed a competent co-ordinator who has quickly evaluated possible hardware and software. Leadership and management are currently good. It is planned that the new suite will be in use by the end of the summer term. The co-ordinator has a good knowledge of the subject and has enhanced this by attending relevant training. Plans are in place for her to provide training and support for other staff. She has good vision for the development of the subject and is fully aware of the current strengths and weaknesses.

Information and communication technology across the curriculum

64. The use of information and communication technology to support learning across the curriculum is unsatisfactory. The very limited number of computers in the school means that pupils only have the chance to use them infrequently. They are used to support learning in a limited range of subjects and, in some lessons, available computers are not used when it would be entirely suitable.

HUMANITIES

65. As no lessons were seen in **geography**, a judgement cannot be made about provision, standards or achievement. An examination of a brief sample of pupils' recent work, teachers' planning and discussion with pupils indicate that an appropriate curriculum is in place. There are satisfactory links to other subjects, although there is room to further develop the use of information and communication technology. Opportunities for assessment and the monitoring of pupils' work are at a very early and informal stage and the school has identified the need to implement these aspects of subject management.

Religious Education

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 2, pupils have a good knowledge and understanding of Christianity and of what it means to live in a community.
- Pupils do not have enough opportunities to learn about other world religions.
- Monitoring and evaluation and assessment procedures are often informal and unsatisfactory.

Commentary

66. Standards are in line with those expected by the locally agreed syllabus by the end of Year 2 and as they were at the time of the previous inspection. Pupils of all abilities, including those with special educational needs achieve satisfactorily. By the end of Year 2, most pupils know and can relate a number of stories Jesus told. In discussion, a selection of pupils from Year 2 realised the significance of parables, such as that of the “Good Samaritan”. When prompted, the higher-attaining pupils could relate this to their daily lives. Pupils know the significance of major Christian festivals, such as Christmas and that these accounts are to be found in the New Testament.
67. Pupils have a good understanding of what it means to live in a community and the part played by people that help them. Pupils in Year 2 appreciate the importance of their family and people, such as teachers and doctors, in the wider community. By the end of Year 2, pupils know that churches and chapels are special places for Christians and pupils can name some of the significant church artefacts. However, pupils’ knowledge of other cultures and faiths is limited.
68. The quality of teaching and learning is satisfactory. Good links are made between religious education and moral issues and this is further emphasised in lessons planned to enhance personal development. Pupils have opportunities to reflect on what they have discussed, such as the notion of forgiveness and saying “sorry”. Pupils’ work indicates that some classes give greater emphasis to some aspects of the syllabus such as world religions, and this is reflected in pupils’ learning.
69. The quality of leadership and management is satisfactory. The co-ordinator has put in place a good scheme of work that fully implements the requirements of the locally agreed syllabus. The school has planned for more rigorous monitoring of the curriculum in order to ensure a comparable syllabus for parallel classes. Assessment is informal and is carried out by individual teachers and is not systematic enough. Whilst visits to local churches and chapels take place, these visits could be extended to incorporate other faiths.

History

The provision in history is **satisfactory**.

Main strengths and weaknesses.

- Pupils in Year 2 have a good understanding of chronology and the history of their locality.
- Pupils’ understanding of how we know about the past is limited, as are their skills of historical enquiry.
- Monitoring and evaluation procedures are under-developed.

Commentary

70. By the end of Year 2, standards are in line with national expectations as they were during the previous inspection. Pupils of all abilities, including those with special educational needs, achieve satisfactorily.
71. By the end of Year 2 pupils, have a satisfactory knowledge of the passing of time and place well-known events in the correct chronological order. They recognise how their own lives are different from the lives of people in the past, such as life during Victorian

times. A visit to the building that housed the local school did much to reinforce their learning. Pupils in Year 2 know about the lives of famous people but are less clear how events shaped people's lives and how they reacted to conditions at the time. In discussion, higher-attaining pupils' knowledge of how we know about the past is superficial. Their enquiry skills are limited, as is their ability to realise that the past can be represented in different ways.

72. Scrutiny of pupils' work, discussion with pupils and lesson observations indicate that the quality of teaching and learning is satisfactory. At best, teachers use a good range of strategies and visual materials to reinforce learning. However, there are areas for improvement, notably in developing pupils' enquiry skills, including the use of information and communication technology, and in ensuring that the work is well matched to individual pupils' needs.
73. Leadership and management are satisfactory. The co-ordinator has ensured a satisfactory scheme of work is in place. The school has planned a systematic programme for monitoring the curriculum and formal assessment strategies but as yet these are in their early stages and are unsatisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. As few lessons were seen in art and design and design and technology a judgement cannot be made about provision, standards or achievement in either subject. In **art and design**, it is evident from the work on display around the school and in the co-ordinators portfolio of pupils' work that the school provides an interesting range of activities. Pupils have the chance to work with a broad range of materials as they move through the school. Work is displayed attractively around the school and helps create a stimulating learning environment, especially in the reception teaching areas.
75. The recently adopted scheme of work ensures National Curriculum requirements are met. However, the scheme needs refining to ensure that pupils consistently extend and improve their skills, rather than repeating them at the same level, but for different projects, in the next class. The school plans to ensure that the full range of materials is used regularly and that if pencil crayons are to be used so frequently, particularly in the Year 2 classes, more thought is put into teaching pupils how to use them skilfully and creatively.
76. Discussions with pupils reveal that **design and technology** is a popular subject. An examination of pupils' work reveals that pupils have a secure understanding of the design process and use an appropriate range of materials. However, skills are not consistently developed as pupils move through the school. Snowmen puppets made by the Year 2 classes show care and attention to the quality of finish. They show that pupils have sound sewing skills. However, as the finished work is almost identical the activity indicates pupils do not develop designing and evaluation skills and the work is too prescriptive to allow them to achieve all they are capable of.
77. The new scheme of work ensures all the requirements of the National Curriculum are to be taught, but it has not yet had time to impact on overall results. There is currently variation from one activity to another on the standards expected and work is not always more challenging for the oldest pupils. Leadership and management are satisfactory. The co-ordinator is aware that issues have to be addressed to ensure pupils make maximum progress as they move through the school. She has started to monitor

teaching to improve progression and intends to introduce assessment so that teachers know what pupils are capable of and can plan to extend it.

78. No lessons were observed in **music**, therefore no judgments could be made about provision or achievement overall. However, evidence from singing practice and school assemblies indicates a reasonable curriculum is in place to develop singing skills. Pupils sing tunefully and with enjoyment although whole school singing practices of some quite difficult songs makes concentration for reception children difficult. Planning and photographic evidence indicate there are suitable opportunities for pupils to extend their skills in making music when using an appropriate range of percussion instruments. Year 2 pupils enjoy learning to play the recorder.
79. Insufficient evidence was gathered in **physical education** to make judgments about provision, achievement or the quality of teaching and learning. Photographic evidence, scrutiny of planning and the small number of lessons observed indicate an appropriate curriculum is in place. Pupils enjoy using small games apparatus, which they handle sensibly and carefully in the quite crowded school hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. There is insufficient evidence to make overall judgements about provision in this area. The school gives particular emphasis to the development of the whole child, and this is evident from all aspects of school life. A recently established programme of personal, social and health education is in place and all classes are timetabled for a satisfactory period of time. This provides pupils with good opportunities for discussion and to develop their self-esteem. In discussion, a selected group of Year 2 pupils were well acquainted with factors that contribute to a healthy life style and what friendship means to them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
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	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
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).