

INSPECTION REPORT

SHEET COMMUNITY PRIMARY SCHOOL

Sheet, Petersfield

LEA area: Hampshire

Unique reference number: 115946

Headteacher: Mrs Kathy Iles

Lead inspector: Mr Stephen Dennett

Dates of inspection: 12th – 15th January 2004

Inspection number: 257448

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll;	110
School address:	School Lane Sheet Petersfield Hampshire
Postcode:	GU32 2AS
Telephone number:	01730 263310
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Batstone
Date of previous inspection:	21/09/1998

CHARACTERISTICS OF THE SCHOOL

Sheet Community Primary School provides full time education for 110 pupils aged 4 to 11. It serves the village of Sheet in Hampshire, close to the town of Petersfield. There are currently 51 girls and 59 boys attending the school. At the time of the inspection, there were 15 children in the Reception class. The school does not have a nursery. Nearly all the pupils come from a white British background, with a very small minority of mixed race origin. No pupils speak English as an additional language. The school is divided into four classes, two in the infant department and two in the junior department. Nine pupils (8.1 per cent) have been identified as having some form of special educational need. This is below the national average. Two pupils (1.8 per cent) have statements of special educational needs. This is broadly in line with the national average. Pupils have been identified as having specific learning difficulties (dyslexia), moderate learning difficulties, emotional and behavioural problems and autism. The number of pupils with statements of special educational needs varies considerably from year to year and this sometimes has an adverse affect on the school's national test results. The social and economic circumstances of the pupils attending the school are very varied, but overall are relatively advantaged. The proportion of pupils eligible for free school meals, 2.7 per cent, is well below the national average. Children's levels of attainment vary from year to year, but are above average overall. Pupil mobility is high, and this also sometimes adversely affects the school's national test results. The school has been through a recent period of rapid staff turnover and the current headteacher has only been in post since September 2002. The school received Schools Achievement Awards in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13712	Stephen Dennett	Lead inspector	English, science, information and communication technology, art and design, design technology, history, music
11564	Jean Mackay	Lay inspector	
18173	Catherine Stokes	Team inspector	Foundation Stage, mathematics, religious education, geography, physical education, personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school, which has made a good level of improvement since its last inspection. Standards are above average overall and pupils' levels of achievement are good. Both the quality of teaching and learning are good. The headteacher has a very clear educational vision and the governance, leadership and management of the school are all good. The school provides **good** value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics are well above average at the end of Year 6.
- The headteacher has a very clear vision and sense of purpose.
- There are very good links with parents.
- Insufficient emphasis is placed on pupils' spiritual and social development.
- The school does not meet statutory requirements for collective worship.
- Very good use is made of assessment at the Foundation Stage.
- There are very good relationships between pupils and their teachers.
- Standards of handwriting and presentation are unsatisfactory in the junior classes.
- Teachers' marking does not sufficiently improve the quality of pupils' work in the junior classes.
- The accommodation for the Year 5 and 6 classes is too small and the hall is too small for this class to do physical education effectively.
- Attendance is very good.

The school has made a **good** level of improvement since its last inspection. All the issues raised at that time have been addressed well. There have been significant improvements to the provision for the youngest children and the overall quality of teaching. Standards in information and communication technology have risen and provision is now good. Better use is now made of assessment information to help pupils improve their work.

STANDARDS ACHIEVED

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

The above table shows that in the 2003 national tests, standards in English were above the national average, but below average when compared with similar schools. In both mathematics and science, standards were in line with national averages, but well below those found in similar schools. The number of pupils taking the test is very small each year and this causes significant variation in statistical results. In 2003 there were a number of pupils who joined the class in the juniors and several pupils had significant special educational needs. These combined factors depressed the results. Current standards in Year 6 are above average overall.

Pupils' achievement is **good** overall. At the Foundation Stage, children's achievement is good overall and they are making good progress towards reaching and exceeding the goals children are expected to reach by the end of reception. In the **infants**, pupils' achievement is **good** and current standards are above those expected at the end of Year 2. Standards are above average in reading, writing and mathematics. Pupils' achievement in the **juniors** is also **good** and current standards are above

expectations overall. Standards in mathematics are well above average. Standards are above average in English and science.

Attendance and punctuality are both **very good**. **Pupils' personal qualities** are developed **well** and behaviour is **good**. Pupils have positive attitudes to school. Pupils' **spiritual, moral, social and cultural development** is **satisfactory**.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**.

Teaching and learning are both **good**. Teachers have good subject knowledge, which they use well to ensure that pupils learn at a good rate. Most pupils demonstrate good levels of concentration and this has a positive effect on the progress they make. The progress made by pupils with special educational needs is satisfactory overall and good in the infants. Systems for assessment are good and the information gathered is used effectively to adjust planning and set targets for further improvement. However, marking is not always used effectively to promote pupils' learning in junior classes.

The **curriculum** meets the needs of pupils satisfactorily. In reception and the infants, the curriculum is good. The school provides many opportunities for enriching the curriculum and provision is good. The accommodation is satisfactory overall, although the classroom used by the Year 5 and 6 class is too small and the space in the hall is too restricted for vigorous physical education for this group. The school has **good** procedures for pupils' **care, welfare, health and safety**. Pupils are well looked after. The involvement of pupils in the work of the school is satisfactory, but more needs to be done to involve older pupils by giving them greater responsibility. **Links with parents** are **very good** and parents play a very active part in the life of the school. The school provides high quality information, which is appreciated by all concerned. **Links with the community and other schools** are **good**.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **good**. The headteacher provides a very clear educational direction to the work of the school and is well supported by the governing body, the deputy headteacher and all staff. The **governance** of the school is **good**. Most statutory requirements are met, with the exception of acts of collective worship, which are currently not wholly or mainly Christian as required by law. Subject co-ordinators make a good contribution to the management of the school, and this is having a positive effect on pupils' learning. There is a sharp focus on raising standards and improving provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have **very positive** views of the school. They say that they are kept well informed and think the school management deals quickly with comments and complaints.

Pupils like school **very much**. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the extra-curricular activities.

IMPROVEMENTS NEEDED

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

- Improve provision for pupils' spiritual and social development;
- Improve standards of handwriting and presentation in the junior classes;
- Make better use of marking to improve pupils' work in the junior classes;
- Explore ways of making further improvements to the accommodation to provide additional space for the oldest pupils and for the teaching of physical education for them.

and, to meet statutory requirements:

- Provide daily acts of collective worship that are wholly or mainly Christian in character, as current legislation requires.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **good** and pupils **achieve well** throughout the school. Standards in core subjects¹ are good.

Main strengths and weaknesses

- Observed standards in mathematics are above average at the end of Year 2 and well above average by the end of Year 6.
- Standards in English and science are good throughout the school.
- Pupils achieve well in art and design and standards are above the expected level at the end of Year 2 and Year 6.
- Standards in history are above the expected level at the end of Year 6 and pupils' achievement is good.
- Pupils' achievement in ICT is good in the upper juniors.
- Standards of handwriting and presentation are not as well developed as they should be in the juniors.

Commentary

1. Children enter the Foundation Stage with levels of attainment that are generally above average, although this varies considerably from year to year. At present they are making good progress overall, although progress in communication, language and literacy is satisfactory. This is part of the school's policy to consolidate literacy skills at a slower rate in reception, so that good progress can be made from a solid foundation in Years 1 and 2. This also applies to children's mathematical development.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Good
Communication, language and literacy	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Good
Physical development	No judgment
Creative development	Good

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

2. In the 2003 national tests at the end of Year 2, standards were well above average in reading. They were above those found in similar schools. The proportion of pupils achieving the higher Level 3 was nearly twice the national average. Standards in writing were in line with the national average, but below those found in similar schools. However, the proportion of pupils achieving the higher Level 3 was well above the national average. In mathematics, standards were in line with the national average, but well below that found in similar schools. The proportion of pupils achieving the higher Level 3 was average. The number of pupils taking the test was small and care should be taken in interpreting the statistics. A number of pupils had special educational needs, which also adversely affected the results. The above results represent a significant improvement since 2002.

¹ English, mathematics and science.

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

Standards in:	School results	National results
reading	17.1	15.9
writing	15.0	14.8
mathematics	16.1	15.7

There were 14 pupils in the year group.

3. Standards in English were above the national average in the 2003 national tests at the end of Year 6. They were average when compared with similar schools. The proportion of pupils gaining the higher Level 5 was well above average. In mathematics, standards were average when compared nationally, but below those found in similar schools. Again, however, the proportion of pupils gaining the higher Level 5 was well above average. Standards in science were average when compared nationally, but well below those found in similar schools. The proportion of pupils gaining the higher Level 5 was well above average. Standards in all three core subjects were above average overall, but below average when compared with similar schools. Standards show an improvement between 2002 and 2003. The amount of progress this group of pupils made between the end of Year 2 and the end of Year 6 was well below average. However, during the same period, there was a significant turnover of pupils and as the year group was small, this had an adverse effect on test results. In addition, there was a significant minority of pupils with special educational needs in the year group.

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

Standards in:	School results	National results
English	28.1	27.0
mathematics	27.4	27.0
science	29.3	28.9

There were 16 pupils in the year group.

4. Standards in English are good at the end of both Year 2 and Year 6 and pupils' achievement is good. Standards of reading are very good and pupils enjoy reading and sharing books with each other and adults. In the infants, pupils have good speaking and listening skills, but in the juniors, pupils listening skills are not as well developed as their speaking skills. Standards in writing are good at the end of Year 2 and the content is interesting and imaginative. The content of pupils' writing is good in the juniors and by the end of Year 6 pupils write at length in a wide range of styles and for different purposes.
5. Standards in mathematics are currently above average at the end of Year 2. Pupils have well-developed mental skills and have a good grasp of basic numeracy. They make good use of their skills in other subjects. Standards in space, shape and measure are good and pupils have good data handling skills. Pupils' achievement is good. Standards are very good at the end of Year 6 and good elsewhere in the juniors. Older pupils have very good skills in calculation and making use of their mathematical skills. Standards are also good in other aspects of the subject. Overall, pupils' levels of achievement are very good.
6. In science, standards are good throughout the school and pupils achieve well. They have a good grasp of how to carry out an investigation and older pupils in the juniors are beginning to work out their own solutions to scientific problems. Pupils have a good grasp of the properties of materials and can explain many physical processes. Their knowledge and understanding of

life processes are less well developed, but this is partly due to the emphasis of the current science project on materials in the infants and the Solar system in the juniors.

7. Pupils with special educational needs make good progress in the infants and satisfactory progress in the juniors. The school has identified a number of pupils who are gifted or talented and these pupils are making at least good progress and in mathematics, they are making very good progress. Although there are some variations in the performance of boys compared with girls in some year groups, there are no significant trends in variation over time.
8. Standards in art and design are above expectations throughout the school and pupils' achievement is good. Pupils have well-developed drawing skills, which they use effectively to illustrate their work in other subjects. They use paint effectively and produce convincing three-dimensional sculptures. Standards in history are above expectations in Year 6 and pupils have well developed investigational skills. Achievement in history is good. Although standards in ICT are in line with expectations, pupils in the juniors are now making good progress overall and as a consequence their achievement is good.
9. Standards of handwriting are good in the infants, but they are unsatisfactory in the juniors. A significant proportion of pupils are still printing instead of joining their letters and there is an unacceptable variation in style between different groups. Boys handwriting is generally less well developed compared to girls. Standards of presentation of pupils' work are also not as good as it should be and this has a negative effect on accuracy in some subjects, such as science.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and most behave well at all times. Behaviour is generally good. The personal development of pupils is **good** overall. The personal development of pupils is **satisfactory** overall. Pupils' attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils feel secure and confident in school and build effective friendships.
- Pupils are keen to come to school and have positive attitudes to work and to play, participating well in all lesson activities.
- Children in the Foundation Stage achieve well in their personal, social and emotional development.
- The school provides insufficiently for pupils' spiritual and social development.
- Parents are supportive of the school and ensure their children attend regularly and arrive on time.
- Pupils respond well to the many good opportunities that promote their moral development.

Commentary

10. Young children make good progress in their personal, social and emotional development in the reception class. They flourish socially, learning to share, take turns, listen to each other and concentrate on their activities.
11. Pupils behave well as they move around the school and in the playground. The occasional instances of bad behaviour or bullying are dealt with quickly and firmly. Staff encourage pupils to reflect on the impact of their behaviour on others and there is an effective programme to teach pupils how to understand and deal with bullying. Staff take a keen interest in pupils' well being so that children trust the adults, feel secure and come happily to school.
12. Assemblies play an important part in providing opportunities for reflecting on actions and values. Pupils are told stories or act out incidents that encourage them to think how they and

others might feel in imagined situations and to discuss the benefits of alternative courses of action. In assemblies a candle is lit to provide a focus for moments of reflection but too often teachers omit the reflection time and miss these and other opportunities throughout the day for pupils to develop their spirituality.

13. The provision for cultural development, which was unsatisfactory at the last inspection, is now good. Pupils show a good awareness of different cultures and how cultural and religious beliefs affect the way in which people live. Good attention is also given to developing pupils' awareness of traditional culture within Britain.
14. Pupils' social development is satisfactory but they are not given sufficient opportunity to take the initiative and accept the responsibilities that they are ready for. This is a similar picture to that at the last inspection. Pupils co-operate well in both pairs and groups and have many opportunities to practise these skills in lessons. They establish firm friendships and relationships amongst the younger pupils are good. Some of the older pupils make occasional hurtful remarks to others.
15. Pupils like school very much. They enjoy coming to school and are fully engrossed in their work. Pupils enjoy the extra-curricular activities and older pupils are very much looking forward to the school visit to the Isle of Wight.

Attendance

16. The school's overall attendance rate of 95.9 per cent is very high in comparison with other schools. Parents are clear about their responsibilities to send their children to school regularly and on time. Parents also recognise that this regular attendance has a positive impact on their child's achievement. Punctuality is mainly good at the beginning of the school day, and a prompt and efficient start is made to individual lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.7	School data:	0.5
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.

Exclusions

17. There were no exclusions in 2002/03.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

Teaching and learning

The overall quality of teaching is **good**. The quality of pupils' learning is also **good**. Systems for assessment are **good** and good use is made of assessment information.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Teachers' planning is effective.
- Teachers are good at engaging pupils' interest.

- Pupils work hard and concentrate well
- Teachers have high expectations and challenge pupils to do their best.
- Assessment is used very well in the reception and effectively elsewhere in the school.
- Pupils have a good capacity to work independently and collaboratively.
- Teachers' marking is not always used effectively in the junior classes.

Commentary

Summary of teaching observed during the inspection in 25 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	14	9	1	0	0

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

18. The quality of teaching seen was good throughout the school. Teachers have secure subject knowledge and make effective use of questioning to ensure that pupils make good progress in their acquisition of knowledge, understanding and key skills. Planning is effective and clearly identifies what pupils need to learn in each lesson. As teachers share this information with pupils, the majority have a good grasp of what they need to do to improve their work. The teaching methods used are imaginative and quickly engage pupils' attention and interest. The teaching of English is good throughout the school. Mathematics is taught well in the infants and lower juniors and very well in the upper juniors, where the teacher is a 'leading numeracy teacher' for the county. All teachers take effective steps to ensure that all pupils, including those with special educational needs, have full access to the curriculum.
19. Teaching in the reception class is consistently good and children are very interested and engaged in their activities. In the infants, teaching is also imaginative and effective. As a consequence of good planning and the use of a wide range of teaching techniques, pupils concentrate well. They work effectively on their own, in pairs and in groups. Teaching in the juniors is more variable. Where it is good, teachers use a wide range of different teaching techniques and make effective use of support staff to ensure that all pupils make good progress in their learning. In most lessons teachers have high expectations of pupils' behaviour and achievement and this has a positive effect on the progress pupils make. Very occasionally insecure behaviour management means that pupil's concentration in lessons lapses and progress slows.
20. Assessment of the progress being made by the reception children is regular and very thorough. The assessments are based on observations staff make of children while they are working and the results are used very effectively to adapt work for individuals. In the infants and the juniors, good use is made of assessment in core subjects to set targets for improvement and to track pupils' progress from year to year. In other subjects assessment systems are being developed and overall this aspect of the school is good. Good use is made of this information to inform teachers' reports to parents and to adjust planning where necessary.
21. Overall, pupils have a good capacity to work independently and collaboratively. The school has good systems to ensure that pupils with special educational needs are included in lessons, by providing good support from classroom assistants. In the juniors, the school is making good use of group work to ensure that pupils have work that is well matched to their abilities. The school calls this method of teaching a 'carousel'. As this requires pupils to be responsible for their learning, it is developing good independent learning and research skills in the pupils.
22. Although day-to-day assessment is generally good and teachers make good use of pupils' self-assessment, the marking of pupils' work is not consistently sharp and helpful to pupils. Marking is used well in the infant classes, but unsatisfactory in the juniors. In several subjects it was noted that work had remained unmarked for several weeks and when it had been, pupils had

not followed up the corrections indicated. When asked why this was so, pupils said that insufficient time had been given for correcting work. Marking does not always give pupils sufficient indications of what they need to do to improve. When marking is effective, teachers grade the work against national level descriptors and give pupils precise directions as to how they can correct their errors. However, this process is not carried out sufficiently often to be effective.

The curriculum

The quality of the curriculum is **satisfactory** overall. The curriculum in the foundation stage is **good**. Opportunities for enrichment are **good** and there are satisfactory extra-curricular activities. The quality of the accommodation and resources is **satisfactory** overall.

Main strengths and weaknesses

- Staff are evaluating and improving the curriculum.
- There are good links between subjects.
- The curriculum for the youngest pupils is interesting and provides very good opportunities for their personal, social, emotional and spoken language development.
- The hall does not provide sufficient space for older pupils to move freely in physical education lessons and has no space for storing equipment.
- The classroom for the oldest pupils, which they also use as a cloakroom and changing room, is too small for the number in the class.

Commentary

23. The school provides a balanced curriculum that is relevant to pupils and prepares them well for the next stage. All pupils are valued and the school has taken effective steps to ensure they are included in all the school's activities, regardless of ability, gender or ethnic background. Staff are developing and successfully improving the curriculum, researching and trying interesting initiatives. Major developments include a new approach to learning independently in reception and the development of new themes for the infants. The curriculum for both these stages is good. The school had already identified its need to improve spiritual development and has just introduced a new policy and syllabus that strengthens the emphasis on this.
24. The school has responded very well to the criticisms of the provision for the youngest children made in the last report. All the staff now have a good understanding of the needs of young children and the curriculum is thoughtfully planned, giving a high priority to the key areas of children's personal, social, emotional and spoken language development. The accommodation for them is very good with the secure outside area being used throughout the day to provide a safe and stimulating play space.
25. The curriculum is managed effectively and enables pupils to study a full and varied range of subjects. Nearly all subjects are covered well, although there are minor weaknesses in the coverage of ICT. Teachers plan carefully so that links are made across and between subjects, making work more interesting and allowing pupils good opportunities to use skills they have learned. The provision for special educational needs is satisfactory and this helps children to make satisfactory progress. In the infants, where the teaching assistants are well trained and experienced, the provision for children is good enabling pupils with special educational needs to achieve well. Throughout the school they are fully included in all the opportunities on offer to other pupils.
26. The curriculum is enhanced by visits arranged to support work in history, science and religious education, for example. Other extra-curricular activities include visits by theatre groups; clubs, with a strong emphasis on sport; residential experiences for older pupils; and a summer 'day camp' for younger ones, where pupils built tents and had a barbecue in the school field. The

school made very good use of a Japanese visitor who spent a year with them and shared her cultural traditions and beliefs. From her children learned about the traditional tea ceremony and, with the help of a Chinese parent, they explored some of the similarities and differences between the two cultures and their own way of life.

27. The school is well-staffed, with a high pupil-teacher ratio and sufficient support staff to enable the teaching and day-to-day life of the school to function smoothly. The computer provision has been improved and now there are sufficient resources to support the curriculum in all subjects. Since the last inspection the classrooms and playground have been improved and they are attractive and well cared for. The school still does not have a sufficiently large hall for some PE lessons and the classroom for the oldest pupils is too small for the number of children.

Care, guidance and support

There are **good** procedures to ensure pupils' care, welfare, health and safety. The school provides pupils with **good** support, advice and guidance and also involves them satisfactorily in its work and development. There are **good** procedures for child protection.

Main strengths and weaknesses

- The school is strongly committed to the welfare, happiness and education of all children in the school.
- There are very effective induction arrangements.
- Pupils are encouraged to take responsibility for their behaviour.
- Pupils feel confident about approaching adults in the school if they have a problem.

Commentary

28. Procedures for ensuring child protection are well known and are carried out in accordance with local practice. Teaching staff are supported well by outside agencies who regularly visit the school. The school takes seriously the health and safety of all its pupils, and makes regular safety checks of the school. During the inspection pupils were able to say exactly what they would do in the event of a fire. All parents spoken to during the inspection thought that the school was very caring and supportive. They thought their views were listened to and concerns were dealt with swiftly. Parents thought that bullying was now dealt with swiftly and sensitively, and pupils spoken to during the inspection said who they would approach if they had a problem.
29. The personal development of pupils is monitored well by all adults in the school, who also act as effective role models. Teachers work sensitively and conscientiously to meet the needs of all the pupils in their care. The school believes in instilling the awareness of the needs of others when formulating codes of behaviour and school rules, and as a result pupils are self-confident, well mannered and considerate of each other and visitors. Each class has its own rules, and as a result the school is a well-ordered community. Pupils did say, however, that they would like to be consulted about the future development of the school. The school is a visually stimulating environment, where attractive examples of pupils' work enhance their learning.

Partnership with parents, other schools and the community

There are **very good** links between the school and parents and the community. The school also has **very good** links with local schools and with the local comprehensive school.

Main strengths and weaknesses

- There are good links with the local pre-school and with the comprehensive school. There are also good induction arrangements.
- There is a very strong Friends' Association (FOSS).
- Parents contribute well to pupils' learning at home and at school.
- There are very good links with the community.
- The school deals well with concerns and complaints.
- Parents of older pupils would like them to have more homework.

Commentary

30. There is a good partnership between parents and the school. The school has good links with the local pre-school, and holds a 'Footsteps' meeting each Friday in the summer in order that children can familiarise themselves with their new school. There are good links with the local comprehensive. Teachers at the school gain great benefit from belonging to a local 'cluster' of schools, where they can share knowledge, expertise and resources. Many parents are actively involved in the work of the school, for instance by being trained to drive a mini-bus, helping with school productions, listening to reading, and running after-school clubs. Governors are also actively involved in helping in the life of the school. FOSS makes a significant contribution to school resources, and has amongst other things provided computers, books, and the newly built adventure playground. It also contributes to school visits. It arranges social events to which members of the local community are invited. Members of the local community also help in school, for instance giving advice on gardening. Pupils also use their very attractive surroundings as a resource for curricular activities such as geography, history and art. There is also very good support for ICT by a parent working on the school's web site.
31. The school prospectus and annual report to parents provides good information about the school and the progress of pupils. Parents also appreciate the formal meetings where they can come into school to discuss their children's learning. Parents also appreciate the informal feedbacks on pupils' progress they receive from teachers at the end of the school day. There are regular newsletters, and a notice board is positioned near the school office which contains day to day information and also information about activities in Sheet village. However during the inspection one parent said she would like an opportunity to visit the school in order that she could look at the work her child had produced.
32. Although in the questionnaire a number of parents said they would find it difficult approaching the school, all of the parents spoken to during the inspection said they would have no hesitation in approaching the school if they had a problem. Some parents would also like more homework for older children, in order to prepare them for the amount of homework they will have to do when they go on to the comprehensive school. Pupils spoken to during the inspection said they were looking forward to going on to the next stage of their education, although they said they knew they would miss attending this school. There are satisfactory induction procedures for pupils entering the school, and for those leaving to go onto the local comprehensive.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher provides **good** leadership. She is well supported by the deputy headteacher and other key staff. Management is **good**. The governance of the school is **good**.

Main strengths and weaknesses

- The sense of purpose and drive for improvement of the headteacher and key staff.
- The management has a strong focus on raising standards.
- The deployment and workload of staff is well managed so teachers have time to carry out their responsibilities.

- The governing body provides challenge and support for the headteacher and the headteacher keeps them well informed.
- The school does not provide the statutory requirement of a daily act of collective worship that is wholly or mainly Christian.
- There are comprehensive staff development plans based upon the interests and performance management of staff and the needs of the school.

Commentary

33. The headteacher has very high aspirations for the school. The agenda for improvement held by her and the key staff is clearly evident and based on an accurate perception of the strengths and weaknesses of the school. The headteacher and the majority of the teaching staff have been at the school for less than two years, but both 'old' and 'new' have already led major developments in the curriculum.
34. The headteacher is well supported by the deputy headteacher who leads by example through her own capable classroom practice. She is also professionally well qualified to support in management. Curriculum co-ordinators are enthusiastic and well motivated and lead their key subject areas well. Each co-ordinator leads more than one subject and though the school has focused first on improving standards in writing, mathematics and science, the co-ordinators are well placed to develop other subjects when they are on the schedule. The management has ensured that co-ordinators have time during the school day to fulfil their roles and some have carried out lesson observations so that they can evaluate and advise about classroom practice.
35. The continuing professional development of staff has been a key factor in helping them improve their expertise and implement the new developments. Staff have responded enthusiastically to these opportunities and are keen both to learn and to share their own expertise and interests. Performance management is embedded in the school's cycle of self-review and there are comprehensive training plans, for teachers and support staff, using a wide range of training approaches including research and 'in-house' training.
36. The governing body is well informed about the strengths and weaknesses of the school. They fulfil their role as 'critical friend' well, asking questions, offering support and finding out about the quality of the provision for themselves. They are knowledgeable about their roles and responsibilities. Some governors are linked to subjects and make regular monitoring visits, reporting back so that the whole governing body is informed. Though the school provides a daily assembly for all pupils it does not always include an act of collective worship and in this respect the governing body does not fulfil its duty to ensure that the school meets statutory requirements. Nevertheless, as governors ensure that all other requirements are met, the governance of the school overall is good.
37. The financial management of the school is sound. The school is well funded and has a high reserve. The number of pupils on roll is falling slightly and that, together with the governors' spending plan, which includes improvements to the school pond and further support to reduce the amount of administrative work carried out by teachers, will return the surplus to the recommended limit in the financial year 2005-2006. When levels of expenditure are compared with those found in schools of a similar size, the school provides good value for money. The school has met all the requirements of the most recent auditors' report.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	398,626
Total expenditure	365,363
Expenditure per pupil	3,291

Balances (£)	
Balance from previous year	17,224
Balance carried forward to the next	33,263

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good** and has improved since the last inspection. Children are well prepared for transfer to Year 1. The school admits children in the September following their fourth birthday, with children born in the summer attending just for the mornings until January. On entry children's attainment is generally above that of others of their age. There is a good ratio of adults to children and adults manage them well. Good teaching and co-ordination ensure that children achieve well and most exceed the expected levels by the end of the reception year, except in communication, language and literacy and mathematical development where most pupils attain the expected level. All staff contribute to the planning and carefully observe and monitor children's progress. The assessment procedures are very good; assessment is based on regular observations of children at work and play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Well-established routines help children learn about acceptable behaviour.
- Opportunities for choice enable children to develop good levels of independence.
- Children are developing well in both independent and collaborative learning.
- The caring and stimulating atmosphere helps pupils to establish good relationships.

Commentary

38. The school places a high priority on this area of learning and the majority of children exceed the expected level by the end of reception. The school consulted parents and used their advice to improve their induction procedures so children start school life smoothly and happily. The school day is well organised with regular routines and pupils quickly learn what is expected of them. They learn to deal with their own needs, like hanging up coats and selecting equipment or activities. Children learn to listen and answer politely, respecting others and taking turns. They enjoy the relevant and interesting activities offered, learning to make friends and to work collaboratively both within the class and with older children in Key Stage 1 when staff plan joint activities. The high level of adult support means that children are supervised well and staff can spend time talking, working and playing with children establishing the good relationships that make children feel secure and valued. As a result their achievement is good overall. The school has a policy of spending more time in reception developing pupils' basic writing and numeracy skills to provide a secure platform for more rapid progress in Year 1. As a result, although nearly all pupils will achieve the early learning goals in these aspects of the Foundation Stage curriculum, not many will exceed them. Evidence shows that this policy is reaping dividends in good standards in writing at the end of Year 2.

Communication, Language and Literacy

The provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and support staff develop the children's language skills well through frequent discussions with them.

Commentary

39. Good teaching ensures that most children achieve the expected standard in literacy by the end of reception and exceed expectations in communication and language skills. Children's achievement is good in communication and language and satisfactory in literacy. All adults place a high emphasis on developing pupils' speaking and listening skills and encourage them whilst working with groups and also in informal role-play situations. Children are continually encouraged to give their own ideas and to explain their thoughts and feelings.
40. Children develop their knowledge of letter sounds and names through well-chosen games and activities. These contribute well to their good reading skills that are also supported by a successful home-reading arrangement for sharing books. As a result children are interested in books and words and often share books with friends, telling their own version of the story to the pictures. Children write their names and some choose to 'write' annotations on their drawings. Their pencil control is developing well.

Mathematical Development

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

Main strengths and weaknesses

- Children are enthusiastic about their number work and this has a positive effect on their learning.

Commentary

41. Most children reach the level expected by the end of reception and their achievement is satisfactory. Whole class activities are used for counting and number recognition. Most children count to 15, and recognise numerals and count objects to ten. Teachers plan for children to learn through oral and practical activities. Children learn the names of flat and three-dimensional shapes and enjoy using shapes to make pictures and patterns. The higher attaining pupils talk accurately about the size and position of shapes and draw or match them well when using the computer.

Knowledge and Understanding of the World

The provision for pupils' knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of challenging topics which enable the children to develop their independent learning skills.

Commentary

42. Teaching is good and pupils achieve well, exceeding the expected standard by the end of reception. Religious education is taught regularly and children know some of the Bible stories and key people and events. Teachers plan an interesting range of activities to encourage an understanding of the world. They make full use of the village of Sheet as a resource for learning. Currently the children are examining the local buildings. They choose tasks carefully and concentrate on them well. At the end of the session the teacher encourages pupils to evaluate their work. They do this very well, identifying changes they might make next time as well as discussing how well they have achieved their intentions. Children use the computer confidently; drawing pictures and patterns on the screen with the mouse. They confidently choose the tools they need from a simple menu to create buildings with different colours, thick and thin lines and a range of shapes.

Physical Development

Limited evidence was collected for this area of learning so it is not possible to make an overall judgement about provision or about teaching and standards. Children have regular access to an outdoor play area with large equipment which enables them to develop their co-ordination and control.

Creative Development

The provision for pupils' creative development is **good**.

Main strengths and weaknesses

- Children have very good attitudes to their work.
- Structured play activities give children a wide range of opportunities to experiment with clay, paint, card and drawing materials.
- Children have many opportunities to enjoy role-play and imaginative activities.

Commentary

43. The well-planned activities and good teaching help the majority of pupils to exceed the expected level by the end of reception. Teachers plan a variety of activities and experiences for creative development. Children enjoy using a variety of role play areas in the classroom and create their own imaginative play in the hall. They concentrate very well as they use the wide range of resources. Construction activities, including using large bricks, are effectively mixed with other creative activities such as painting, clay, and making masks or buildings from card. Children sing well in assemblies and when singing nursery rhymes in the classroom.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision is **good**.

Main strengths and weaknesses

- Standards are above average overall throughout the school.
- Pupils' achievement is good.
- Pupils' speaking skills are very good.
- Standards of reading are generally very good.
- Standards of handwriting and presentation are generally unsatisfactory in the junior classes.
- Marking is sometimes unsatisfactory.

Commentary

44. In the 2003 national tests, standards were well above the national average in reading at the end of Year 2. In writing, standards were in line with the national average. The proportion of pupils achieving the higher Level 3 was well above average in both reading and writing.

45. Current standards in the infants are above average overall and achievement is good. Pupils have very well developed speaking and listening skills. They readily take part in group discussions and give extended explanations of what they are doing. Pupils listen intently to the teacher and show they have understood what they have heard by their accurate answers to questions. They also listen politely to each other. By Year 2, pupils have very well developed reading skills. They read quite complex texts and can predict what will happen next in the story.

They enjoy reading and talk enthusiastically about books they have read. The majority of pupils read at levels above those expected of seven-year-olds, and the most able have very good reading skills. Writing is developing well. Younger pupils accurately write their names and other common words. Older pupils are making very good progress in writing and standards are above average overall. Most can write a sequence of simple sentences, correctly using capital letters and full stops. Spelling is generally accurate and errors are phonetically plausible. The majority of pupils write in a clear, legible joined-up script.

46. Standards in the 2003 national tests at the end of Year 6 were above the national average overall. The proportion of pupils achieving the higher Level 5 was well above average. However, the progress pupils had made from the end of Year 2 to the end of Year 6 was well below the national average. However, during the same period, there was a significant turnover of pupils and as the year group was small, this had an adverse effect on test results. In addition, there was a significant minority of pupils with special educational needs in the year group. The progress of the current Year 6 group from the end of Year 2 is likely to be satisfactory.
47. Current standards in the juniors are above average overall and pupils' achievement is good. Pupils have good speaking skills and give extended explanations of their work. They speak with confidence and use make good use of Standard English, adapting their presentations to the needs of the audience. Pupils' listening skills are less well developed and, on occasion, they do not listen well to each other or the teacher. There is a tendency for pupils to speak 'over' each other or not to pick out the main point of the speaker's comments. Standards of reading are well above average. Pupils read complex texts with ease, recognising changes of register, speech marks and characterisation. Many are members of local libraries and can name several favourite authors and what they like about these authors' works. Pupils also have well developed research skills and use these to find information from texts, using the table of contents and the index effectively. Standards of writing are generally above average, and pupils produce well-written pieces in different genres, including narrative, reports, poems and accounts. Vocabulary choices are imaginative and often convey a vivid atmosphere. Spelling is generally accurate, including the spelling of polysyllabic words. However, standards of handwriting and presentation are not as good as they should be and there is little progress in pupils' handwriting skills in the juniors. A significant minority of older pupils are still 'semi-printing' and their letter formation is irregular.
48. The quality of teaching and learning is good overall throughout the school. Teachers have good subject knowledge, which they use effectively to promote pupils' learning. Lessons move at a brisk pace and as a consequence, pupils are making good gains in their acquisition of basic skills and subject knowledge as they progress through the school. Teachers' planning is good and provides pupils with tasks that are well matched to their abilities. Care is taken to ensure that all pupils have access to the full curriculum and effective use is made of support staff. Teachers regularly share with pupils what they are to learn in lessons, and as a result, most pupils have a good grasp of what they need to do to improve. Pupils' good behaviour and positive attitudes have a positive effect on their progress. Assessment is used effectively to analyse pupils' progress and to plan the next steps of their learning. The individual 'tracking sheets' help teachers to provide each pupil with targets of improvement and this is having a positive effect on progress and achievement, especially in the juniors. Although marking in the infants is detailed and supportive of pupils' learning, it is not as effective in the juniors and opportunities are missed to use correction as a mechanism for improving pupils' performance. This is especially true of handwriting and presentation.
49. The leadership and management of the subject are both good. The co-ordinator has undertaken a thorough analysis of test results and assessment to determine the cause of the unsatisfactory progress made by last year's Year 6 from the end of Year 2. As a consequence of these investigations, she has instigated the very effective tracking system, which enables teachers to measure pupils' progress as they move through the school. The co-ordinator has also observed lessons and given teachers detailed feedback, which has improved the quality

of teaching and learning throughout the school. Particular attention has been given to building a strong teaching team, and this is 'paying off' in terms of effective planning and good continuity between classes and stages. Improvement since the last inspection is satisfactory.

Language and literacy across the curriculum

50. Language and literacy are promoted well across the curriculum. Pupils write successfully at length in subjects such as history and science. They write detailed reports and accounts, and use conventional forms, such as 'writing up' an experiment. Pupils' speaking skills are promoted well through drama, class discussions and presentations. Pupils' good reading skills enable them to conduct effective research, using both conventional books and the Internet.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are improving throughout the school, particularly in Years 5 and 6.
- Leadership is very good.
- Pupils with special educational needs make very good progress at Key Stage 1.
- Marking is inconsistent.

Commentary

51. Inspection evidence shows that standards of attainment are above national averages at Year 2 and well above them at Year 6. This is a much higher standard than was indicated by the scores gained in the national tests taken in 2002 and 2003 when results at the end of Year 2 dipped significantly. In those years too few seven-year-olds reached the expected level and results were well below the national average, while the results of eleven-year-olds were about average. The improvement is due in part to the difference between the different groups of pupils but also to the higher expectations of the teachers.
52. Standards in mathematics are currently above average at the end of Year 2. Pupils have well-developed mental skills and have a good grasp of basic numeracy. They make good use of their skills in other subjects. Standards in space, shape and measure are good and pupils have good data handling skills. Pupils' achievement is good. Standards are very good at the end of Year 6 and good elsewhere in the juniors. Older pupils have exceptional skills in calculation and make use of their mathematical skills. Standards are also good in other aspects of the subject. Overall, pupils' levels of achievement are very good.
53. The standards are higher than at the last inspection and the needs of higher attaining pupils are being met well. Teachers and well-trained support assistants support pupils with special educational needs in the infants effectively. As a result they achieve very well. In the juniors, though progress for pupils with special educational needs is no longer unsatisfactory as it was at the last inspection, pupils are not yet making the same good progress as their classmates who are achieving well. Most of the work set for these pupils is at the right level but the time given for the tasks is sometimes too long so that they work slowly or finish early and time is wasted.
54. The quality of teaching and learning is good overall. In lessons teachers use questions skilfully to encourage and challenge pupils and to show the variety of approaches children could use to solve the same problem. Good planning ensures that all pupils have full access to the activities offered. The teaching assistants, when working with individuals or groups of older pupils, questioned much less, their work was more directed to maintaining pupils' concentration. Throughout the school children described how much they enjoy their mathematical work and tackling the problems and challenges they are set. They respond so well because lessons are

presented in a lively way and games, oral problems and singing are used to motivate them. Pupils often use classroom computers to practise numerical skills.

55. From Year 1 children are good independent learners and also co-operate well in small groups. This has a significant positive effect on their ability to learn and the variety of tasks that the teachers can set. Homework is linked well to work undertaken in class. There are good systems for analysing and tracking pupils' progress in the subject and the information gathered is used effectively to ensure pupils know what they need to do to improve their work. Most work is marked and there are some supportive comments but, although pupils read them, they do not have the opportunity to follow up the questions or suggestions. Work in books is not always presented well.
56. The leadership of the subject is very good. The co-ordinator is a leading numeracy teacher for the county and is able to combine her teaching expertise, sense of purpose and deep understanding of the subject to guide colleagues. She has given some very useful feedback to them after monitoring lessons throughout the school. There is a well-balanced curriculum, which is accessible to all pupils. Provision has improved since the last inspection.

Mathematics throughout the curriculum

57. The use of numeracy across the curriculum is **good**. For example, pupils use graphs and tables and measure accurately in science. Teachers make effective links between subjects and there are examples of numerical skills being used systematically and effectively in science, design and technology and geography.

SCIENCE

Provision is **good**.

Main strengths and weaknesses

- Standards are good throughout the school.
- There has been a good level of improvement since the last inspection.
- Assessment needs further development to be fully effective.
- Standards of presentation in the juniors are unsatisfactory.

Commentary

58. In the teacher's assessments in 2003, standards were in line with the national average at the end of Year 2. Standards are now above average overall, although pupils' knowledge and understanding of life and living processes is not as well developed as other areas of the subject. Pupils' achievement is good overall. They have a good grasp of the concept of answering scientific questions by carrying out investigations. They also know that materials have different properties and can sort materials into different groups using this information. Pupils also know well that materials exist in different forms and identify solids, liquids and gases, using everyday words to describe them. They are also beginning to describe changes of state, such as sand being melted to produce glass.
59. In the 2003 national tests at the end of Year 6, standards were in line with the national average. However, the number of pupils achieving the higher Level 5 was above the national average. Standards are now above average overall and pupils' achievement is good. Pupils have a good grasp of the 'scientific method' and carry out investigations with accuracy and attention to detail. However, standards of presentation are sometimes unsatisfactory, which results in findings not being presented clearly. Pupils have good knowledge and understanding of the solar system. They have well developed research skills, which they use effectively to gather

information and produce information sheets. Pupils understand well the need for a healthy diet and name some of the effects of bad diet on the human body.

60. The quality of teaching and learning are both of a high quality. Teachers plan interesting lessons and ensure that the tasks given to pupils match their abilities well. This ensures that all pupils have access to the curriculum. Pupils take part in lessons with enthusiasm and demonstrate good self-study skills. They are good independent learners and conduct investigations carefully, giving due attention to health and safety issues. Behaviour is almost always good. Teachers have good subject knowledge and make good use of questioning to extend pupils' knowledge and understanding. Assessment systems are being developed and are satisfactory overall, but as yet do not provide teachers with sufficiently detailed information to enable them to track pupils' progress individually. However, there are good end of unit tests, which show teachers what pupils have learned and what they need to do next to improve their understanding.
61. The leadership of the subject is good. The co-ordinator has a clear vision for the subject and has produced a good action plan to improve standards. This is beginning to have a positive effect on standards throughout the school. The management of the subject is satisfactory overall. The co-ordinator has not yet had the opportunity to observe lessons or to analyse national test results to detect the strengths and weaknesses of pupils' performance. The subject is appropriately resourced. There has been a good level of improvement since the last inspection, when standards were found to be in line with the national average.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision is **good**.

Main strengths and weaknesses

- There has been a significant improvement since the last inspection.
- Pupils' achievement is good overall throughout the school.
- Resources for control technology, monitoring and simulations are inadequate.

Commentary

62. Standards at the end of Year 2 are in line with expectations, and pupils are now achieving well. Pupils talk with enthusiasm about their use of ICT, both at home and at school. They use digital cameras, video cameras, walkie-talkies, cassette recorders and computers with ease. Some more able pupils demonstrate the use of a computer-linked microscope and show a good understanding of how it can capture images of small objects. Pupils have good word processing skills, and successfully combine text and graphics to produce information sheets. Pupils use email effectively to communicate with their friends in another class.
63. Standards at the end of Year 6 are also in line with expectations, but as a result of recent good progress, pupils' achievement is now good. Pupils make good use of their well-developed research skills to find information on the Internet. They correctly frame questions in search engines to get the desired results. Pupils have good text processing skills, which they use well to produce information booklets for geography, for example. When using spreadsheets, pupils know how to enter formulae to produce the required result and use tables to generate graphs of different types. Younger pupils follow simulations to work out what steps to do next and to solve problems. However, generally, pupils' programming skills are less well developed and their ability to make predictions about likely outcomes of their programs is limited.
64. Teaching is good overall and pupils are now making good progress in their learning. Teachers plan interesting and imaginative lessons, which engage pupils well. Pupils are enthusiastic about ICT and enjoy using computers and other equipment in their work. Behaviour is good and pupils treat equipment with care. Teachers generally have good subject knowledge and

expertise and make good use of questioning to extend pupils' skills, knowledge and understanding. Teachers have taken the time and effort to enable pupils to work well independently, and this is having a very positive effect on the progress they are now making. Good use of teaching assistants means that all pupils, including those with special educational needs, have full access to the curriculum. Assessment systems are in an early stage of development, but are beginning to provide teachers with good information about pupils' progress and achievements.

65. The co-ordinator provides good leadership and management for the subject. Her enthusiasm has raised the profile of ICT throughout the school and this has had a positive effect on teachers' confidence and expertise. The co-ordinator has spent considerable time and effort on improving hardware resources, which are now greatly improved and having a positive effect on raising standards. The ICT action plan has correctly identified the need to improve resources for simulation, control, monitoring external events and programming as areas for development. The school has made good improvement since the last inspection, when provision was unsatisfactory.

Information and communication technology across the curriculum

66. Pupils make good use of their ICT skills in other subjects. They use the Internet for research in history and science, for example, and use digital cameras to record their investigations. Pupils make good use of their text processing skills to write poems, stories and accounts in English and geography. However, there is a weakness in science, as the school does not yet have equipment for the capture of data for computer processing.

HUMANITIES

67. In humanities work was sampled in **geography**. As no lessons were seen it is not possible to form an overall judgement about provision. There is every indication from pupils' work and discussion with them that standards in geography are broadly **in line** with those expected.
68. Only one lesson was seen in **history** in the juniors during the inspection, so it is not possible to make an overall judgement about improvement since the last inspection. In the lesson seen, standards were **above** expectations and pupils made **good** progress. From the scrutiny of pupils' work and work seen around the school, pupils appear to have a good grasp of chronology and the quality of their historical writing is good. Pupils also have well-developed research skills. Teaching in the lesson seen was good.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The recently appointed co-ordinator has a very clear vision and the expertise to support her drive for improvement.
- Pupils develop their literacy skills effectively in their religious education work.

Commentary

69. By the end of Year 2, standards of attainment seen during the inspection are above the expectations of the locally agreed syllabus and by the end of Year 6, standards are in line with those expectations. Only one lesson was observed and this was satisfactory. Discussions with pupils and scrutiny of their work shows that the achievement of all groups of pupils is good in the infants and it is satisfactory in the juniors. These standards represent an improvement since the last inspection.

70. Pupils in Years 1 and 2 have a good knowledge of religious traditions. They correctly name several world faiths and explain that Muslim, Jewish and Christian people all believe in one God. They retell the nativity story and know that it is in the Bible. Pupils name the special books and places of worship that belong to other faiths. Pupils show a high level of respect for the beliefs of others and a keen interest in what they have learned of the different traditions and faiths.
71. Pupils in Years 5 and 6 reflect on descriptions of God made by people of different faiths. They understand that others have varied beliefs and talk with respect about them but are over-reliant on the teacher's questioning to help them extend their first simple answers. Discussions with pupils in Year 6 about the work they have covered in the last year shows they are beginning to link religious teaching with everyday life, because the teacher poses questions such as 'Why do Christians give up things for Lent?' for them to research and answer. They have looked at creation stories from around the world. They wrote at length to recount the creation stories and illustrated them well giving good reinforcement for their literacy skills.
72. The co-ordinator has only recently been appointed but has expertise and a real enthusiasm for the subject, providing a good role model. She has not yet had the opportunity to observe lessons but has a clear picture of standards in the school and what improvements are needed. Provision for religious education has improved since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Only one lesson in the juniors was seen in **design and technology** during the inspection, so it is not possible to make an overall judgement about provision for the subject. In the lesson seen, standards were **in line** with expectations and progress was **satisfactory**. The quality of teaching was satisfactory.
74. Only one lesson was seen in **music** in the juniors. From the observation of singing in assemblies, conversations with pupils and other evidence, standards appear to be **in line** with expectations. However it is not possible to make an overall judgement about provision for the subject. In the lesson seen, teaching was good and pupils made **good** progress in their musical appreciation. Singing in assemblies is of a good quality and most pupils sing in tune. The performance of pupils observed in instrumental lessons was good.
75. Only two lessons of **physical education** were sampled during the inspection so it is not possible to make an overall judgement about provision or standards. The football session in the infants was taken by a specialist coach and was taught well, so pupils quickly improved their ball management techniques and reached a good standard. In a dance lesson in the juniors, pupils had too little opportunity for movement and they were insecure about evaluating and improving their work. On the evidence of this lesson and from an inspection of the school's accommodation, it is clear that standards are likely to be **unsatisfactory**. Both teaching and learning are affected by the cramped conditions, as the hall is too small for larger classes, hindering pupils' ability to move freely. Although teachers ensure they remind pupils to work safely the amount of equipment that is stored along the sides of the room, because there is no storage space in the hall, presents a potential health and safety risk. The school is seeking ways in which to minimise potential hazards. Nearly all pupils exceed the expected standards in swimming. Since the last inspection the playground has been levelled making an improved area for games lessons.

ART AND DESIGN

Provision is **good**.

Strengths and Weaknesses

- Standards are above expectations throughout the school.
- Pupils' achievement is good.
- The subject makes a very good contribution to pupils' cultural development.

Commentary

76. Standards are above expectations at the end of Year 2 and pupils achieve well. They make good use of their drawing and painting skills to illustrate their work in other subjects. Pupils have had wide experience of different media, including printing, batik, collage and clay modelling. Standards in all these aspects are good. Pupils demonstrate good skills in line making, colour mixing and designing. They evaluate their work in process and make sensible suggestions about ways in which they could improve.
77. Standards are above expectation at the end of Year 6 and pupils' achievement is good. Pupils have produced large-scale sculptures of angels, which demonstrate good skills in selecting, combining and fixing materials. Their work in two dimensions is also good. They paint, draw and design work with equal skill and use these skills well to illustrate their work in other subjects. The quality of their ceramic work is good and pupils' designs show imagination and flair. Pupils evaluate their work in progress well and make sensible suggestions about how they can improve it. Pupils know about a wide range of artists and have produced a number of good pictures in their styles.
78. Teaching and learning are both good. Teachers use a good range of different teaching styles to stimulate pupils' interest. Pupils respond positively and have positive attitudes to the subject. Behaviour in lessons is good and this has a positive effect on pupils' progress. They treat materials and tools with care and clear up after lessons quickly. Planning for lessons is good and ensures that pupils have a wide range of experiences. All pupils have access to the broad and rich curriculum provided, as good support is given where necessary. Good use has been made of visiting artists to stimulate pupils' imagination and as a consequence, the subject makes a very good contribution to pupils' cultural development. Assessment is satisfactory and provides teachers with sufficient information for pupils to improve their work.
79. The co-ordinator leads and manages the subject well. She ensures there are sufficient resources and does most of the planning. She has also collected a portfolio of pupils' work, which acts as a record of their achievement as they move through the school. As the co-ordinator teaches a significant portion of lessons, she has a good grasp of standards throughout the school and her expertise has done much to maintain standards at their present level since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Pupils are ready to contribute more fully to the school community.
- Assessment is unsatisfactory.

Commentary

80. Only one lesson was observed but evidence from this good lesson, and from talking to pupils and scrutinising their work shows that standards and pupils' achievements are satisfactory.
81. Pupils of all ages have a clear knowledge and understanding of themselves as individuals and are developing confidence and a sense of responsibility. They have a good knowledge and understanding about health and safety and how the choices they make affect their well-being. Throughout the school pupils are taught to be aware of how their actions affect others and to see other people's point of view. In the lesson observed pupils explained well how they feel when being bullied and talked about the effects of bullying on others. They were able to give extended and thoughtful explanations of racism. A start has been made on encouraging children to play an active role as citizens; for example, they agreed their own class rules and chose the rewards and sanctions. The school is aware that more needs to be done in this area and plans to introduce a school council to enable pupils to contribute their views to the development of the school.
82. The school sees personal development as an important part of its work and has recently introduced a new programme of work for this subject that gives good guidance to teachers. Teachers keep records of problems that children have but have not yet developed assessment procedures linked to the new programme. The subject has improved since the last inspection when provision was not well established.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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