

# **INSPECTION REPORT**

**Shillingstone Church of England Voluntary Aided Primary  
School**

Shillingstone, Blandford Forum

LEA area: Dorset

Unique reference number: 113813

Headteacher: Mr B South

Lead inspector: Mrs J Ikin

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> March 2004

Inspection number: 257462

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:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	101
School address:	Shillingstone Blandford Forum Dorset
Postcode:	DT11 0RA
Telephone number:	01258 860446
Fax number:	01258 860446
Appropriate authority:	Governing body
Name of chair of governors:	Mr Kerry Pitt-Kerby
Date of previous inspection:	1 <sup>st</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Shillingstone Church of England Voluntary Aided Primary School is a small village primary school. It serves the village of Shillingstone but also draws pupils from the wider area because of its good reputation and its Church of England nature. All the pupils are from white United Kingdom backgrounds and none speak English as an additional language. At the time of the inspection there were 101 pupils on roll. The number of pupils entitled to free school meals is below average, although this does not fully reflect the wide range of social backgrounds and the social economic circumstances of the area, which is broadly average. Attainment on entry is a little below average. The number of pupils who join the school after the usual time of admission is below average. The percentage of pupils with special educational needs is broadly average. The number with a Statement of Special Educational Need is above average. Their special educational needs include moderate learning, speech and communication difficulties, and autism as well as other disabilities.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Mrs J Ikin	Lead inspector	English Art and design Design and technology Music Physical education Special educational needs Foundation Stage <sup>1</sup>
103239	Mr B Sampson	Lay inspector	
11227	Mr J Moles	Team inspector	Mathematics Science Information and communication technology History Geography Personal, social and health education and citizenship

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<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school, which benefits from the very good leadership and management of the headteacher and governing body. It has a very strong Christian ethos based on respect for others and there is a strong work ethic. Pupils achieve well and standards are above average by the end of Year 6. The school gives good value for money.

The school's main strengths and weaknesses are as follows.

- The headteacher gives very strong and principled leadership and is very well supported by the governing body.
- Pupils reach above average standards in English, mathematics, science history, music, and information and communication technology by the end of Year 6.
- Teaching is good in the reception and in Years 1 and 2 and very good in Years 3 to 6.
- Pupils behave very well and have very good attitudes to learning.
- There is very good provision for pupils who have special educational needs.
- There are very strong links with the church, community and other schools.
- There are very good standards of welfare and guidance.
- There are weaknesses in the use of target setting and pupils are not sufficiently involved in evaluating their own work.
- Although the curriculum is good overall, opportunities are missed to make constructive links between subjects.

The school's improvement since the previous inspection is good. Teaching is better and standards and achievement in English, mathematics and science have improved. The school has fully addressed all the recommendations from the previous inspection and is on course to meet the challenging goals that it has set itself for further improvement.

### STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar prior attainment

Caution should be taken in interpreting the data because the number of pupils in each year group is small.

**Achievement is good.** Standards are above average in English, mathematics, and science in Years 3 to 6. Pupils in Years 1 and 2 achieve well in relation to their starting points and reach average standards in Years 1 to 2 in English, mathematics and science. Standards in information and communication technology (ICT), music and history throughout the school are above average. The achievement of pupils with special educational needs, higher attaining pupils and those who are talented and gifted is very good. Children's achievement in reception is good. Nearly all reach the goals that are expected for them by the end of the reception year in communication, language and literacy, mathematical development, and knowledge and understanding of the world and in their personal and social and physical development.

Pupils' spiritual, moral, social and cultural development is **very good** overall. Pupils' personal qualities, including their moral and social development are very good. Their spiritual and cultural

development is good. Their attitudes to their work are very good and they behave very well. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

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

Teaching and learning are **good** overall and very good in Years 3 to 6 where some excellent teaching was seen. Teachers have very high expectations of their pupils. The new laptop computers are having a very positive effect on learning. Teaching assistants provide very good support to pupils who need it. Assessment is satisfactory overall and good in English, although target setting is not used as much as it should be to inform planning for pupils' progress. The curriculum is good overall, however, planning does not take enough account of the productive links that can be made between subjects. Provision for pupils who have special educational needs, higher attainers and talented and gifted pupils is very good. There is good provision for activities outside the school day, sport and music. The school is very well staffed and resources are satisfactory overall. The accommodation is satisfactory and good use is made of the space available, however, the hall is too small for physical education. Pupils are very well cared for. The school's partnership with parents is good and there are very good links with other schools, the church and the community.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**.

The headteacher provides very good leadership and sets a very good example by the high quality of his teaching. The school is very well governed. There is a strong and committed staff team who work very hard for the benefit of the pupils. The school secretary fulfils her role very well and this ensures the smooth day-to-day running of the school. Finances are very well managed.

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

Parents are very supportive of the school's work and hold it in very high regard. Pupils believe that the school is good, are proud of their involvement in it and enjoy being there.

## **IMPROVEMENTS NEEDED**

The school has no major weaknesses. However, to build on its work and improve standards even further, the most important things the school should do to improve are:

- Develop the use of target setting and involve pupils more in evaluating their own work.
- Make constructive links between subjects when planning the curriculum.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils in Years 1 and 2 and in Years 3 to 6 achieve **well**. Standards are above average in reading and average in writing, mathematics and science in Year 2. In Year 6 standards are above average in English and mathematics and science. Children in the reception class achieve well. Nearly all reach the goals set for children at the end of the reception year in communication, language and literacy, mathematical development and in their knowledge and understanding of the world.

#### Main strengths and weaknesses

- The school has improved the standards that pupils achieve in English, mathematics and science.
- Pupils use their English and mathematical skills well in other subjects of the curriculum, although these opportunities are not systematically planned.
- The achievement of pupils with special educational needs is very good. Higher attaining pupils and those who are talented and gifted achieve very well.
- Standards are above average throughout the school in information and communication technology (ICT), music and history.
- Children in the Foundation Stage achieve well in relation to their starting points.

#### Commentary

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

Standards in:	School results	National results
reading	15.9 (17.7)	15.7 (15.8)
writing	15.3 (15.3)	14.6 (14.4)
mathematics	16.1 (17.8)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.7 (28.5)	26.8 (27.0)
Mathematics	29.6 (26.5)	26.8 (26.7)
Science	30.9 (28.5)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

1. The results of the 2003 Year 2 National Curriculum tests were well above the national average for writing, average for reading and below average for mathematics. The results of the 2003 teacher assessments for Year 2 pupils in science were also below average. This represents good achievement for this particular year group, a high proportion of whom had special educational needs. The results of national tests in Year 6 were well above average for English, mathematics and science. This represents very good achievement against prior attainment for this particular year group.
2. Standards are average in reading and writing in Year 2. This represents good progress in relation to their starting points because nearly a quarter of the pupils achieve at levels above those expected for their age. Pupils continue to make good progress in reading and writing as they move through the school and over half achieve the higher levels in Year 6. This good



achievement is a result of improvements in teaching since the previous inspection, the school's focus on improving boys' writing, and the development of pupils' spoken and written vocabulary.

3. Pupils' achievement in mathematics is good overall. Although standards are average in Year 2 this represents good achievement in relation to pupils' starting points on entry. Standards are above average in Year 6 and about half of the pupils attain at the higher levels. This is because of the good teaching that all pupils receive and the greater emphasis that the school now puts on the development of pupils' numeracy skills in mental mathematics, real-life investigations and problem solving.
4. Standards in science are improving and are average in Year 2 and above average in Year 6. Pupils are achieving well as a result of the school's recent focus on developing pupils' skills of scientific enquiry. Good links are made between experimental work and the acquisition of factual knowledge. This reinforces pupils understanding of scientific concepts in practical ways and results in higher levels of achievement.
5. When given the opportunity pupils make good use of their literacy skills and mathematical skills in other subjects of the curriculum. However, these opportunities are not systematically planned to ensure their progressive development.
6. In literacy and numeracy, skilled classroom assistants work alongside the pupils with special educational needs to give them extra support and this significantly helps their progress in acquiring the basic skills of reading, writing and number. Lower attaining pupils receive all the additional support that they need. Higher attaining pupils and talented and gifted pupils receive challenging work, which is very well matched to their needs and capabilities. The school's policy of enabling some pupils to work with an older or younger year group is very effective in helping them to achieve at the levels appropriate to their capabilities.
7. Pupils' achievement in ICT is good and standards are above average in Year 2 and Year 6. The provision of laptop computers and interactive whiteboards in all classes is particularly effective in enabling pupils to use their ICT skills to support their learning in other subjects, although this good practice is not yet systematically planned into the curriculum. Opportunities for pupils to use computers after school contribute to their enthusiasm and confidence and are helping to raise standards even further.
8. Pupils' achievement in music is good and overall standards are above average in Year 2 and Year 6. This is because of the high standard of music teaching that all pupils receive from the part-time teacher. Opportunities to play the recorder, join the choir and join in musical events with other schools also contribute to pupils' enthusiasm and interest in music. Pupils throughout the school achieve well in history as a result of the interesting strategies that teachers use to engage their attention and interest them in the subject. Pupils are encouraged to follow their own historical enquiries and are given the skills they need to do this.
9. Attainment on entry to the reception year varies from year to year but overall it is a little below average. Few children have had any experience of reading and writing and, at first they find it hard to listen to the teacher and to get on well together. As a result of the good teaching they receive they develop good habits of learning. Most reach the standards expected by the end of the reception year, although few exceed them.

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

Pupils' attitudes, behaviour and personal development are **very good**. Their spiritual, moral, social and cultural development are very good overall. Attendance is very good.

## Main strengths and weaknesses

- Pupils of all ages and capabilities are happy at school and have very positive attitudes to learning as a result of the school's friendly atmosphere and very strong work ethic.
- Standards of behaviour are very good and relationships throughout the school are very good.
- Pupils with special educational needs are fully integrated into all aspects of school life and are respected and valued members of the school community.
- Attendance and punctuality are very good.
- Pupils' moral and social development is very good and their spiritual and cultural development is good.

## Commentary

10. This is a school with a strong work ethic and pupils are expected to do their best. As a result pupils are enthusiastic about working hard and settle down quickly in lessons to undertake the tasks set. They concentrate well, listen carefully and respond quickly to instructions. Their skills of independent working are very good and this is an improvement since the previous inspection.
11. Pupils demonstrate the strong Christian values that the school promotes in their behaviour towards each other. This makes for a happy, orderly and caring community where high self-esteem is the norm. Positive behaviour is consistently promoted and bullying or unkind behaviour is rare. There have been no exclusions.
12. Pupils with special educational needs relate very well to their classmates and to all the adults who work with them, and they join in activities with enthusiasm, sometimes in spite of experiencing considerable difficulties. They give of their best, take pride in their achievements, and are warmly supported and encouraged by their peers. Pupils who are talented and gifted enjoy the challenge of working with older pupils and have very positive attitudes to learning.

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

Authorised absence		Unauthorised absence	
School data:	4.2	School data:	0.0
National data:	5.4	National data:	0.4

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

13. The school has very good procedures to promote attendance, which, for the most recent reporting year, was very good. It was well above the national average and has improved since the previous inspection. Punctuality is also very good and lessons commence very promptly.
14. Pupils' spiritual development is promoted well through opportunities to reflect on their own and others' experiences, feelings and emotions in acts of worship and assemblies. Teachers are good at giving pupils opportunities to develop their understanding of human feelings in history, literacy and in music. However, the curriculum could be enhanced even further by systematically planning to develop pupils' spiritual awareness in all subjects of the curriculum.
15. A very strong moral code is evident in all aspects of school life and this forms the basis of the very good behaviour seen throughout the school. Personal, social and health education lessons, and the school council provide very good opportunities for pupils and teachers to deal with morality, discuss issues and establish codes of behaviour. Pupils have a well developed sense of right from wrong as a result of opportunities to discuss such issues in the course of lessons and in the school council.

16. When children enter the school their personal and social development is below average. From the start they are encouraged to participate in the school council, and to share ideas and learning resources. As a result pupils' learn to get along with each other and act as responsible members of the school community.
17. Pupils' cultural development is good overall. They develop a very good understanding of their own cultural heritage. Their understanding of other heritages represented in today's society is satisfactory, although there are weaknesses in pupils' understanding of how people from other cultural backgrounds have contributed to society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Good teaching enables all pupils to make good gains in their learning. The curriculum is good and the school provides a very good standard of care for its pupils. Assessment is satisfactory overall.

### Teaching and learning

Teaching and learning are **good** overall. Assessment is **satisfactory** overall.

### Main strengths and weaknesses

- The quality of teaching has improved since the previous inspection. It is good in the reception and in Years 1 and 2 and very good in Years 3 to 6.
- Teachers have high expectations of their pupils and encourage them to work independently.
- Good use is made of ICT in lessons to support teaching and learning.
- There is a very good range of strategies to ensure that all pupils have access to learning.
- Assessment has improved since the previous inspection although better use needs to be made of target setting and pupils need to be more involved in the assessment of their own work.

### Commentary

*Summary of teaching observed during the inspection in 29 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (7%)	11 (38%)	13 (45%)	3 (10%)	0 (0%)	0 (0%)	0 (0%)

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

18. Throughout the school teachers are well-informed and knowledgeable and make very good use of the time that is available in lessons. Pupils are very well managed and very good standards of behaviour are consistently promoted. Teaching is good overall in English, mathematics, science, history and ICT. It is very good in music. Excellent teaching was seen in English in Year 5 and 6 and in history in Years 3 and 4.
19. There is a good emphasis on the basic skills of literacy and numeracy and well planned opportunities for children to learn through play in the reception class. In Years 1 to 6 all teachers use their knowledge and understanding of the national literacy and numeracy strategies well to make learning interesting for their pupils. They make good use of questioning. For example, in mathematics, the teachers' own mental dexterity with numbers enabled them to use questions effectively to put right misconceptions and extend pupils' thinking. In literacy lessons very good use is made of good quality literature to illustrate the devices that authors use to make their writing interesting to the reader. Teachers then help pupils to use similar methods in their own work.

20. Pupils are expected to work hard and to do their best and the majority rise to the challenges that their teachers set. They are encouraged to think for themselves and work independently from an early stage. For example, in the reception class children make thoughtful selections of the activities they will take part in and report back on what they have done. In Years 1 and 2, pupils select their resources for group work without wasting a moment. Pupils in Years 3 to 6 carry out their own historical research and test their own scientific hypotheses quite independently.
21. All teachers make confident use of the interactive whiteboards to illustrate teaching points and to respond to pupils' ideas. The school has recently acquired laptop computers and these are being used well as an aid to both teaching and learning in most subjects of the curriculum.
22. Good planning is a feature of all lessons and work is matched very well to pupils' different capabilities. The school's arrangements for some pupils to work with older or younger pupils works very well and ensure that higher attaining pupils get the level of challenge that they need, and that those who would otherwise struggle are able to succeed. Teachers use questioning and practical methods to ensure that all pupils are involved in lessons. Teaching assistants are very well deployed to support the pupils who most need help and this makes a significant contribution to the progress that they make. There is very good communication between the teachers and their assistants and this flow of information ensures that pupils' work and progress is monitored carefully.
23. The quality and range of assessments of pupils' progress and achievement has improved since the previous inspection and is satisfactory overall. A commonly agreed system of assessing and recording pupils' attainment is now in place. A strength in assessment is the regular and precise assessment of writing, which enables the progress of individual pupils to be tracked in each aspect of writing and ensures that they get the support that they need should problems occur. Individual targets are in place for English and mathematics but they are not used consistently to check that pupils are progressing as well as they should be. Pupils are aware of the targets that are set for them in English and mathematics but their understanding of how they can improve is weak and they are not as involved as they should be in the assessment of their own work. All statutory requirements are met for the assessment of pupils with special educational needs.

## **The curriculum**

The curriculum is **good** and it provides good opportunities for enrichment. Accommodation and resources are satisfactory.

### **Main strengths and weaknesses**

- The curriculum for the children in the reception class has improved since the previous inspection.
- The curriculum for pupils in Years 1 to 6 has improved, however, opportunities are missed to make productive links between subjects.
- The school provides very good access to all curricular opportunities for all pupils, including those who have special educational needs and those who are talented and gifted.
- Provision for personal, social and health education is very good.

## **Commentary**

24. The curriculum in the Foundation Stage of learning is good, with all children having equality of access. It has improved since the previous inspection, covers all areas of learning and is well planned to ensure a good balance between tasks which the teacher directs and those which the children choose for themselves. Provision for outdoor play has improved and is now satisfactory. There are well-established plans to improve it further.

25. All of the issues raised at the previous inspection have been addressed including provision of schemes of work for all subjects and the inclusion of athletics as part of the physical education programme. The curriculum meets all statutory requirements, including provision for collective worship. Provision for personal, social and health education and citizenship is very good. The subjects of the curriculum are individually covered well and information and communication technology skills are used very effectively to help pupils learn. However, opportunities are missed to develop learning to a greater depth by making productive links between subjects.
26. The well-planned use of skilled support staff for pupils with special educational needs, together with ongoing discussions with their parents, ensures that provision matches their identified needs. The school makes very good use of the advice of outside agencies to plan programmes of work. Gifted and talented pupils are identified early. They are given opportunities to work with older pupils and to attend additional classes outside the school to meet their needs.
27. A good range of extra-curricular activities enhances the curriculum well. The curriculum is further enriched by visits, including residential visits, which helps pupils' personal and social development. Visitors to the school help further develop pupils' interests and learning. The school promotes participation in sport, the arts and other interests, well.
28. The teachers are well matched to the age groups they teach and all staff have received good quality training. Teaching assistants make a significant contribution to the achievement of all pupils in the school.
29. The accommodation is satisfactory. It has improved since the previous inspection although the constraints placed on physical education by the small size of the hall and on playtime activities by the small size of the playground still exist. The governing body vigorously pursued improvements in these areas and plans have been drawn up for a new school building. The current accommodation is very well cared for by a hard working caretaker. Resources in all National Curriculum subjects are at least satisfactory with resources in science and information and communication technology that are good.

### **Care, guidance and support**

The school cares for its pupils **very well** in a safe environment and very good child protection procedures are in place. There is **very good** support and guidance for pupils and their views are sought and acted upon very well.

### **Main strengths and weaknesses**

- The school puts a high priority on keeping up-to-date with health and safety issues and ensuring the care of its pupils.
- The headteacher and staff know all the pupils very well and have very good, trusting relationships with them.
- The school council is well-established and procedures to involve pupils in the running of the school are very good.
- Induction arrangements are very good.

### **Commentary**

30. The school's named and trained child protection person ensures that all staff are made fully aware of their relevant responsibilities. The school has an up to date written policy and very good liaison with the social services.
31. The headteacher is the named health and safety person and he has ensured risk assessments for all eventualities. There are several trained first aid personnel and this ensures that there is always someone on site who knows what to do in the event of accidents.

32. From talking to the pupils and parents it is clear that all children feel that they have someone in the school that they can turn to for advice or comfort, be it a member of staff, or a member of the school council. Academically, the pupils gain confidence from constructive comments made on their work, either in books or personally by their teacher. The headteacher personally discusses weekly targets in mathematics with Years 5 and 6, however, this is not done consistently throughout the school and pupils are not always as aware as they should be of what they need to do to improve.
33. All pupils are very involved in having their say as to what goes on through the very active school council. They are allocated a small budget for improvements they wish to make and augment this by organising their own fund raising events.
34. The induction arrangements for pupils, is very good. Well before children are due to come into school the reception class staff make home and playgroup visits. They arrange for parent and child to have familiarisation days. Consequently the children settle into school quickly and enjoy being there from an early stage.

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

The school's links with its parents are **good** and links with the community and other schools are **very good**.

### **Main strengths and weaknesses**

- There are very good relationships between the school and the pupils' families.
- Reports give clear information about what pupils have achieved but do not always include information about targets for improvement.
- Parents give very strong support to the school.
- The school is very much a part of the local community.
- Links with other schools and colleges make a significant contribution to the curriculum that the school provides.

### **Commentary**

35. The headteacher knows all the pupils and their families very well and is held in very high regard by all the school community. His personable approach is a significant factor in the good relationships that exist between home and school and parents are quite happy to approach the school if they have a problem. Parents' evenings are well attended and most parents find these helpful. Although the current pupils' reports comment on all subjects and state in clear language what a child can do, they do not consistently set targets, nor yet report on personal development.
36. The school involves parents very well and acts upon many of their views. At home parents are keen to sign the home/school reading diaries and help with topics and projects. The school is indebted to its energetic parent/teachers association, who have raised considerable funding, towards computer equipment, including the new interactive whiteboards.
37. There are very productive links with other schools. The school is part of a local cluster and a pyramid of schools. Full advantage is taken whereby, staff share professional knowledge and the pupils share events. Pupils also benefit from opportunities to use the swimming pool at a local public school, and from meeting pupils from a residential school for autistic pupils in the village. The mechanism for inducting children from the playgroup and transferring Year 6 pupils to secondary education is very caring and efficient.
38. Links with the community are very extensive and there are very strong links with the church. The church is used regularly for assemblies and the vicar is a regular visitor to the school. The pupils also use the church for religious education, art, history and geography lessons. Local

shops and firms are generous with prizes for fetes, raffles and sports days. A good example of this is the donation by a local business of a server for the school's computer system.

## LEADERSHIP AND MANAGEMENT

The school's leadership and management are **very good**. Leadership and management by the other key staff are **very good**. Governance is **very good**.

### Main strengths and weaknesses

- The headteacher has a clear vision for the school and provides very strong and principled leadership.
- The delegation of roles and responsibilities is very good.
- There is very good planning for improvement.
- Governors have a very clear idea of areas where the school is most effective and the priorities for improvement.
- The school secretary plays an important role in the day-to-day running of the school.
- Financial planning is very good.

### Commentary

39. The personal commitment and vision of the headteacher, the very school's strong ethos which promotes positive attitudes to learning, good teaching, the strength of the governing body and the very strong support that the school has from the community are all very effective aids in raising the achievement of pupils. The size of the school hall and the compact nature of the school site are the only barriers to further improvement and there are well-established plans to overcome these factors.
40. The headteacher provides very strong and committed leadership and management. He has established a very strong moral code, friendly and caring atmosphere and a strong work ethic in the school. He sets a very good standard through his principled leadership and the high quality of his own teaching. He has a very clear vision and very high aspirations for the school in which he is very well supported by all staff and governors.
41. The delegation of roles and responsibilities has improved since the previous inspection. New subject co-ordinators are developing their roles well under the leadership of the headteacher and the co-ordination of special educational needs is very good. They make very good use of the non-contact time available to them in spite of the lack of staff room or space to carry out their management responsibilities. All staff work as an effective team and are committed to operating an inclusive school in which each child is valued and treated as an individual and they are fully supported in this by the governing body.
42. The school improvement plan is very good. It is the result of the very good self -evaluation systems which are now in place and which are an improvement since the previous inspection. The curriculum is well-managed to ensure that all subjects are fully covered. The school has adopted an innovative approach to ICT. For example, interactive whiteboards have been in use for some time and the new laptops, which have a wireless connection to the system, are an integral part of teaching and learning in many areas of the curriculum.
43. The governance of the school is very good and governors have a clear strategic view of the school's development. The chair of governors is very supportive of the headteacher and staff and the governing body is committed, enthusiastic and hardworking. They take a keen interest in all matters connected with the school. Issues are rigorously debated and fully supported by all governors once consensus is reached. They are determined to provide the best school they can for the community and are a driving force in the plans for a new building. All statutory requirements are in place.

44. The school day runs smoothly and significant to this is the considerable and effective management role undertaken by the school secretary. The headteacher and teachers are truly enabled to concentrate on teaching and are well-supported by experienced and enthusiastic learning support assistants. All staff work well together to promote the learning of all pupils and this means all are fully included in what the school provides. The caretaker maintains the school buildings to a high standard that make a visible statement of the ethos of care throughout the school.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	350,653	Balance from previous year	54,514
Total expenditure	296,346	Balance carried forward to the next	54,307
Expenditure per pupil	2,934		

45. The financial management of the school is very good. The headteacher works closely on all financial matters with the school secretary and chair of governors. The governors apply the principles of best value very well and challenge all initiatives closely. The amount of money carried over from one year to the next in the above chart has been set aside for improvements to the premises or a new building.

**EXAMPLES OF OUTSTANDING PRACTICE**

**Excellent teaching was seen in a history lesson in Year 3 and 4 and in an English lesson in Year 5 and 6.**

In the history lesson, a moving account of the life of Anna Frank led on to in-depth discussions about 'who is discriminated against today'. The lesson went beyond the learning of historical facts and engaged pupils' emotions. They developed a deeper understanding of why people in the past had acted as they did because of the opportunities that they had to discuss the rights and wrongs of situations that were familiar to them and then compare them to similar events in the life of Anna Frank.

In the English lesson, the teachers' passion for good literature was evident in the way in which he made an extract of 'Toms Midnight Garden' come alive as he read it. The pupils' interest was captured and they were keen to analyse the text in depth to find out how the author had created a sense of the main character being transported into the past, without saying so overtly. A sense of mystery and suspense was created in the classroom as pupils enthusiastically offered their own suggestions of similar effects in books that they had read. The devices that the authors had used were collected together and used as a bank of ideas for the pupils themselves to draw on when they wrote their own mystery stories later in the week.



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

46. Provision for children in their reception year in the Foundation Stage is good. The provision is well led and managed and the quality of teaching and learning are good. As a result children achieve well. By the end of the reception year standards are average in communication, language and literacy, mathematical development, personal and social development, physical development and in knowledge and understanding of the world. Teaching and learning have improved since the previous inspection. The quality of the curriculum is good and there have been improvements in the provision for outdoor play. The teacher and teaching assistant work as an effective team and manage the classroom and the children very well. There are very good induction arrangements in place and very strong links with the local playgroup and nursery.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Arrangements to introduce the children to the school are very good.
- Children acquire good attitudes to learning because they are encouraged to be independent and take responsibility for their own actions.

#### **Commentary**

47. Pupils achieve well in their personal and social development as a result of good teaching. Children settle into school quickly and are confident and secure from an early stage. This is achieved by the very good procedures to gradually introduce them to school life, which include visits to the children's homes and opportunities for the children to visit the school in the term before they start. All children are warmly welcomed into the classroom and the range of interesting and practical experiences that is provided captures their interest and makes learning enjoyable.
48. Many children are not used to doing things for themselves when they first start school and often find it difficult to get along with each other. They are also unaware of how to share and of what to say when someone is in their way or when they want to use something that someone else has. The teacher and nursery nurse work patiently to help the children to develop these skills, setting up tasks which require them to work together, organise their own resources and use the language of social conventions. As a result most children reach the goals that are set for them by the end of the reception year.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- There is good attention to the basic skills of reading and writing.
- There is a good range of opportunities for children to apply their literacy skills in interesting, practical activities.

#### **Commentary**

49. Children achieve well in relation to their starting points on entry to the school as a result of the good teaching they receive. Most reach the goals that are set for them by the end of the reception year. Children learn well as a result of careful attention to the development of reading and writing skills, which ensures that they are systematically taught and practised. The children are taught their sounds progressively and use their knowledge to identify initial and final sounds and to sound out words. Most have acquired a bank of known sight sounds and some are starting to write independently. Children have opportunities to take their books home daily and to change them frequently. They regularly share stories with the teacher and other adults. For example, children recounted the events of the story of 'Goldilocks and the Three Bears' with great enthusiasm and expression, using finger puppets to represent the characters. This helped them to further their understanding of the sequence of the story and of the motives and feelings of some of the characters in it. A good range of activities is provided to encourage the children to read and write in the course of their play. For example, children looked through plant catalogues and busily labelled up pots in the role-play 'garden centre'. The arrival of a letter, from a character in a book that they had recently read, caused great excitement and the children were keen to write their replies.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- There is good attention given to the basic skills of numeracy.
- There is good provision of a wide range of opportunities for children to use numbers and learn about mathematical ideas in practical ways.

### **Commentary**

50. Teaching and learning are good and children achieve well in relation to their starting points as a result of this. Most achieve the goals set for them by the end of the reception year. Children count reliably up to ten and some to 17. They begin to gain an early understanding of addition and subtraction and to use language such as 'more' and 'less' when counting on a number line and when singing songs such as 'Ten Cuddly Toys Standing in a Row'. Some accurately identify one more or one less than a given number, for example, when making up bouquets of flowers in the role-play area, counting out seeds, or sticking petals onto pictures of flowers. Most children develop the language that they need for shape, space and measure. For example, when filling pots with compost they are encouraged to use the words full and empty. They know the names of simple two-dimensional shapes and, through their outdoor play, have a sound understanding of directional and positional language.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- The provision of an area for outdoor play is an improvement since the previous inspection.
- A good range of practical activities is provided for children to find out about the world around them.

### **Commentary**

51. Children achieve well as a result of the wide range of practical experiences that is provided for them in this area of learning. The quality of teaching and learning is good and most children reach the goals that are set for them by the end of the reception year. The outdoor area is an improvement since the previous inspection. It provides opportunities for children to explore the world around them on a larger scale than is possible indoors. For example, children enjoyed

'painting' a wall using water and chalk, stared in disbelief as the chalk changed colour and checked their observations by trying the combination out again and calling their teacher to see 'the magic' that they had created. It does not yet provide enough opportunities for the exploration of the natural world although visits to the locality are used very well for this purpose.

52. Children build and construct with a range of objects, including construction kits, and cardboard packaging. Most children select the appropriate components and resources they need to develop their work. They are carefully taught the techniques that they need and so develop the skills and confidence to use tools and materials independently. There are good opportunities for children to develop their understanding of the place where they live and of past and present in relation to their own lives. The children make satisfactory use of computers as part of their learning.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good range of opportunities for children to develop their manipulative skills.
- Provision for outdoor play has improved since the previous inspection, however, the small size of the school hall is still a weakness.

### **Commentary**

53. Children's achievement is satisfactory overall and teaching in lessons is good. Most reach the goals set for them by the end of the reception year although their skills in moving within a large space indoors are not as well developed as they should be because of limitations caused by the small size of the school hall.
54. There is good encouragement for children to develop their manipulative skills through a well-planned range of opportunities such as the use of construction toys, drawing and cutting. They are taught how to hold pencils and scissors correctly and this supports their work in other areas of learning. Opportunities for picking up small objects such as seeds also improve their manipulative skills and their hand-eye coordination.
55. The school's provision for outdoor play was found to be a weakness at the previous inspection. It has now improved and is satisfactory. Children now have the regular opportunities that they need to develop the control and coordination of the movements on a larger scale than is possible indoors. The equipment for outdoor play is satisfactory and the school has plans to improve it further. Where weaknesses occur it is because the small size of the school hall limits opportunities for children to develop their coordination and balance through large-scale movement indoors.

## **CREATIVE DEVELOPMENT**

56. Insufficient activities were seen to make an overall judgement about provision in this area of learning. However, evidence from teachers' planning indicates that this area of learning is fully covered. There are ample opportunities for children to paint and draw what they feel, see and imagine. Role-play activities are provided both indoors and outdoors and there are well planned opportunities for drama, dance and music. However, there is a paucity of resources, such as good quality dressing up clothes and small representations of the real world, to promote imaginative play.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well and standards have improved since the previous inspection.
- Teaching and learning are good and good use is made of ICT to support learning.
- The use of target setting is not used consistently to help pupils improve and pupils are not sufficiently involved in the evaluation of their own work.
- Pupils with special educational needs and those who are talented and gifted achieve very well.
- The leadership and management of the subject are very good.
- Pupils use their literacy skills well in other subjects.

#### Commentary

57. The results of national tests in 2003 were well above the national average and the average for similar schools for pupils in Year 6. The results for Year 2 pupils were average for reading and above average for writing. In national tests more pupils than average achieve above the levels expected for their age in writing in Year 2 and in English in Year 6.
58. The findings of the inspection are that overall standards in English are average in Year 2 and above average in Year 6. Standards of reading and writing are average in Year 2 and above average in Year 6. Standards in speaking and listening are above average throughout the school. Standards of spelling and handwriting are above average.
59. Throughout the school pupils are enthusiastic readers. Their knowledge of phonics is very good because it is well taught from an early stage. They know how books work and their skills in finding deeper meaning in the books that they read are developed very well, particularly in the course of the well-planned, daily group reading sessions. Pupils know how to use information books to help them in their research and also make good use of ICT to find information and to read books from the electronic library. Teaching assistants very ably support individual pupils with their reading, using a range of interesting activities. Parents support their children's learning at home very well and this makes a significant contribution to achievement in reading and spelling.
60. Standards in writing are average in Year 2 and above average in Year 6. Writing is well organised, imaginative and clear. This is because pupils develop an increasing awareness of the characteristics of different genres of writing and the strategies they need to plan and develop their work. Sentences are well sequenced and pupils' use of interesting phrases and complex vocabulary to enliven their writing develops very well as a result of the consistent focus on this aspect of their work as they move through the school. The basic grammatical structure of the sentences that pupils use is usually correct and punctuation and spelling are generally accurate. Pupils present their work well and their handwriting is good.
61. The quality of teaching and learning is good overall and very good in Years 3 to 6. The strengths of teaching in the upper part of the school, coupled with the better use of assessment are the reasons that pupils' progress is very good in Years 3 to 6 rather than good. The strengths of teaching are:
  - The teachers' knowledge and enthusiasm for the subject.
  - The high expectations that teachers have of their pupils.
  - The use of demanding text to draw pupils' attention to the devices that authors use to create different kinds of effect.

- The teachers' use of a rich and wide vocabulary to promote pupils' interest in new words.
  - The use of ICT, including the interactive whiteboards and laptop computers, as a tool for both teaching and learning.
62. One excellent lesson in the Year 5 and 6 class was seen during the inspection. Pupils made excellent gains in their learning as a result of the teacher's enthusiasm and knowledge of the subject.
63. There is a wide range of strategies to ensure that all pupils are given every opportunity to take part in lessons and to make progress. There is additional support for pupils who have special educational needs from the high calibre and well-trained teaching assistants. Work for these pupils is very well planned and closely linked to the targets on their individual educational plans. Pupils who are higher attaining or talented and gifted achieve very well as a result of the challenging work that they receive.
64. Assessment is satisfactory overall although there are some strengths in the assessment of writing, particularly in Years 5 and 6 where pupils are beginning to evaluate their own progress when writing in different styles. However, pupils' involvement in assessing their own learning has not been fully developed throughout the school and target setting is not used as consistently as it should be to check the progress on individual pupils. Consequently pupils are not always as sure as they should be of what they need to do to improve.
65. The subject is very well led and managed by the headteacher who sets a very good example by the quality of his own teaching. He has been particularly effective in improving standards of writing and in the development of precise assessment systems for writing.

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

66. Pupils' use of literacy in other subjects of the curriculum is good, however, these links are not systematically planned.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The subject is very well led and managed with a clear focus for improvement.
- Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6.
- Teachers have a good knowledge of the subject, which supports good learning throughout the school.
- Good use is made of information and communication technology.
- There are inconsistencies in the use of target setting and in the opportunities that pupils have to assess their own work and progress.

### **Commentary**

67. Standards of work in the inspection are above average in Year 6 and average in Year 2. Standards in mathematics in Years 3 to 6 have improved since the previous inspection. In the 2003 national tests standards attained by pupils in Year 6 were well above average when compared to all schools and to similar schools. In the tests for younger pupils held in the same year, pupils' attainment in Year 2 was below average nationally and well below when compared with similar schools. Many pupils in that particular year group had special educational needs.
68. Teaching and learning is good overall. In Years 1 and 2 it is good and in Years 3 to 6 it is very good. Teachers have good subject knowledge and their methods and strategies are effective in stimulating pupils to achieve well. This means that pupils are enthusiastic about the subject

and have very good attitudes towards it. Learning is good in Years 1 and 2 and very good in Years 3 to 6. In one lesson where teaching was very good, the teacher caught the pupils' imagination with a very good use of the interactive whiteboards to demonstrate how to make nets of cubes. The pupils then successfully used laptops to rapidly explore how many ways it is possible to make a net of a cube. It is this good use of information and communication technology and the setting of real investigations that are strengths of the teaching. Mental oral work gives a rapid start to the lessons. Probing questioning develops mathematical understanding and an expectation of high standards of behaviour results in good work and rapid learning.

69. Achievement is good because of the good and often very good teaching that pupils receive. Pupils with special educational needs are very well supported and achieve very well. Gifted and talented pupils are identified early on in their time in the school and very good provision is made and they achieve very well. Pupils work well individually, in pairs and in groups, sharing equipment and using laptop computers effectively. They are eager to contribute as well as listen to others. This co-operation supports their social development very well and relationships are very good. They take a pride in the way they present their work and this helps with understanding what they are learning as it is easy to check on the page where errors may have occurred. Marking is positive, often providing support to develop the pupils' learning.
70. Leadership and management are very good. The subject co-ordinator is an experienced subject leader who has a very good knowledge of the subject. She has a clear vision for the development of teaching and learning as part of the overall school strategy and it is this clarity of vision and close working with the other teachers in the school that has resulted in the improved standards in the subject. A considerable amount of data is collected at regular intervals during the time the pupils are moving from Year 2 through to Year 6, this is analysed well and realistic targets are set. However, the use of these targets for checking progress and planning future work for individual pupils is not yet fully embedded in all classes. The school has started to use self-assessment by the pupils to enable them to evaluate their work and recognises that this is an area for continued development.

### **Mathematics across the curriculum**

71. Pupils use their mathematical skills well in other subjects, although this is not planned systematically into all subjects of the curriculum.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well in science as a result of the good teaching they receive.
- Pupils enjoy science and carry out investigations responsibly.
- The very good leadership and management of the subject have led to an improvement in standards.
- Marking is used well to support learning.
- Resources are good and readily available.

### **Commentary**

72. Standards by the end of Year 6 are above average and pupils achieve well. Standards in the 2003 tests were well above average both compared to schools nationally and to schools with a similar intake. Standards are average in Years 1 and 2, which represents good achievement in relation to pupils' starting points. The co-ordinator has worked closely with members of staff to improve the promotion of the skills of scientific enquiry. An assessment tracking system that specifically focuses on these skills has helped teachers plan and deliver interesting enquiries

through which pupils are learning scientific knowledge as well as skills. As a result of these interesting investigations pupils' attitudes are very good and this has a significantly positive impact on standards and achievement, as pupils are keen to learn and to debate in a sensible and mature way about things they are learning. The subject makes a very good contribution to pupils' spiritual, moral and social development.

73. Overall teaching and learning throughout the school are good. Marking is consistent and comments on scientific content in a way that helps pupils to understand what they should do next. The recent thrust on enquiry work means that teachers now have a sharper focus on the areas of the curriculum that need developing. In particular, teachers are making good links between acquiring skills of setting and carrying out fair tests and learning scientific facts, such as exploring the particle structure of solids, liquids and gases. Such practical reinforcement of scientific concepts is securing higher standards of attainment and greater levels of achievement. Information and communication technology is used successfully to support learning. Links between science and other subjects such as mathematics are satisfactory although they are not systematically planned.
74. The leadership and management of the science co-ordinator are very good. She has devised a programme of development, which is proving very effective in improving standards. A successful assessment strategy has been developed to aid teachers in analysing pupils' performance. The curriculum is enhanced by the provision of a science club and a week which gives a particular focus to science. This enables pupils with a special interest in the subject to extend their studies further. Resources are good and well maintained by a teaching assistant as part of the school's response to the work-load agreement. This means that teaching staff and pupils have good quality resources readily available and this aids learning and makes a positive contribution to achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Standards are above average and pupils throughout the school achieve well.
- Laptop computers are used well in the course of lessons.
- Good use is made of information and communication technology to support learning in other subjects.
- Pupils have very positive attitudes to information and communication technology, which helps them to make progress.

### **Commentary**

75. Standards and achievement have improved since the previous inspection. This is due to improvements in the knowledge and confidence of all staff, and the provision of sufficient laptop computers for whole class teaching. There is no significant difference in the achievement of boys and girls. The achievement of pupils with special educational needs is very good and helped by the provision of suitable software in whole class sessions and by the high level of skilled support provided. However, the school has not yet fully exploited the use of ICT to help these pupils make progress in other subjects.
76. The quality of teaching is good. Teachers have high expectations of pupils and give them responsibility for setting up the laptops and opportunities to freely try things out once they have given an initial introduction. They link the teaching of computer skills to learning across the range of the curriculum. Using information and communication technology to acquire new knowledge and greater understanding in subjects such as mathematics, science and history ensures that pupils have very positive attitudes towards information and communication technology. As a result of this, pupils learn well both in this subject and the subject being studied. Teaching assistants make a good contribution to pupils' learning when they work

alongside individuals or groups of pupils in the classroom or in withdrawal groups. Pupils' achievement is good, for example, when learning how to input information into a database in mathematics or when downloading photographs from the Internet to illustrate their topic on 'Britain since 1930'. They are encouraged to overcome problems they encounter and this greatly increases their confidence and extends their skills. A significant number of pupils have access to computers at home and make good use of them to complete work set for homework and those pupils who do not have such access are well catered for by a computer club where they have individual access to laptops

77. Leadership and management are good. Currently this is a shared role between the headteacher and the Year 1/2 teacher. It is an effective philosophy of the school that the teaching of information and communication technology should be embedded in the subjects of the curriculum. Resources are very good. Effective timetabling has ensured that the laptops are used for a significant amount of time throughout the week and that all classes have equal opportunity to use them. Effective support has been given to all staff to improve their confidence and all teachers have a laptop on which to prepare lessons. Effective training and this good provision of resources means that good use is made of the interactive whiteboards and teachers have sufficient confidence to use lessons prepared at home on a laptop to teach using the whiteboard in a way that would not be possible with a write-on-board or flip-chart. Examples of this are where teachers dragged in illustrations of finished products, in design technology or rotated a protractor on screen to demonstrate how to measure an angle accurately, in mathematics. Assessment is satisfactory overall. There is an easy checklist for recording the skills pupils have mastered, or are having difficulty with, so that future work can either build on these skills or seek to address problems. Pupils are not sufficiently involved in evaluating their own work, however. A good link has been made with a local commercial company who are supporting the school with hardware.

### **Information and communication technology across the curriculum**

78. Pupils use their ICT skills well in other subjects of the curriculum.

### **HUMANITIES**

79. History was inspected in full and is reported below. Geography was sampled.
80. Insufficient evidence was gathered to make secure judgements about the overall provision in **geography**. No lessons were seen. An analysis was made of samples of completed work, work on display around the school was looked at and discussions held with pupils. From this evidence it is clear the subject meets statutory requirements. The curriculum is satisfactorily enhanced by day visits and a residential visit for Year 6. Information and communication technology effectively supports learning in geography for map work, preparing for a river study and research, for example, about mountainous areas of the world. The local area is used well to study the effects of human processes on the environment and persuasive writing in literacy.

### **History**

Provision for history is **good**.

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

- Teachers have a good knowledge of the subject.
- Good use is made of first hand resources.
- Teaching and learning extend pupils' literacy and information and communication technology skills.
- History contributes effectively to the enrichment of personal, social and health education and citizenship.



## Commentary

81. All pupils achieve well and, by the end of Years 2 and 6, and attain standards that are above expected levels. Teachers' use interesting strategies to engage the pupils, and this leads to high levels of attention and participation. In an excellent lesson on The Second World War a teacher encouraged a thoughtful debate about the treatment of the Jews at that time and then skilfully brought this up to date by broadening the debate to people the pupils believe are being unfairly treated today. The message skilfully taught was of learning from and through history. Younger pupils describe the desperate efforts employed to control the fire during the Great Fire of London and demonstrate a clear understanding that such measures are sometimes necessary in particular circumstances. Such strategies make a good contribution to an understanding of citizenship. Pupils with special educational need receive good support and achieve very well. Pupils' attitudes to learning and behaviour are very good, and teachers can engage in open discussion and debate secure in the knowledge that pupils will respect the accepted rules of debate. This has a positive impact on the achievement of good standards.
82. Overall, the teaching is good throughout the school and one lesson, in Year 3 and 4, was excellent. Teachers make good links with ICT and satisfactory links with other subjects. They use first-hand sources well to bring the subject alive to the pupils. One teacher effectively linked learning about the equivalent values imperial and metric measures, in mathematics, through producing individual ration books. Teachers and teaching assistants obviously enjoy the subject. In one lesson the adults present talked about their own childhoods and so showed how pupils may gather first hand evidence of an era such as the 1960's and 1970's from people who lived at that time. This catches pupils' attention and ensures good learning. Planning is good, with clear provision made for the differing groups so that pupils respond well to the level of challenge. Learning objectives are clear and teachers return to consolidate good learning at the end of lessons.
83. Leadership and management are good. The school has maintained its good standards of provision since the previous inspection.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Music was inspected in full and is reported below. Physical education, art and design and design technology were sampled. Due to the main foci of the inspection and the school's timetabling arrangements not enough lessons were seen to make a secure judgement about provision.
85. There is insufficient evidence to make a judgement about provision in **physical education**. However, the evidence from the two lessons seen, after-school clubs, teachers' planning and talking with pupils shows that the curriculum is fully covered and by the end of Year 6, pupils experience a wide range of physical education activities. This includes athletics, which was a weakness at the previous inspection and is now satisfactory. The school hall is too small for physical education lessons, however, there are good organisational arrangements to compensate for these difficulties. Pupils in Years 3 to 6 have swimming lessons at a local public school and nearly all pupils learn to swim well as a result of this. There is also good use of after school clubs to enrich the physical education curriculum. Opportunities for outdoor and adventurous activities are included as part of an annual residential visit.
86. In the lessons seen teaching and learning were good. There is a good focus on the coaching of specific skills. Pupils follow instruction well and participate in activities with enthusiasm and enjoyment. Good account is taken of health and safety factors and pupils use the apparatus with care. The subject is soundly led.
87. Only two lessons were seen in **art and design** and **design and technology** and it was not possible to make firm judgements on provision, teaching and learning. There were examples of

pupils' work on display throughout the school from pupils of all ages and abilities and further evidence was gained from discussions with pupils. Standards of work on display were broadly in line with national expectations. Teachers use the guidance from approved schemes of work for both subjects, and this ensures that pupils have an appropriate range of experiences in both two-dimensional and three-dimensional art, craft and design work, and use a good variety of materials and tools.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and reach standards that are above average in Year 2 and Year 6.
- The teaching of music is very good and there is a good range of extra curricular activities to promote pupils interest in music.
- The subject is very well led and managed.

### **Commentary**

88. Pupils throughout the school, including those with special educational needs and those who are talented and gifted in music, make good progress. Good standards have been maintained throughout the school since the previous inspection, as a result of very good leadership of the subject, a well-planned curriculum and very good teaching. The weakness identified in listening and appraising has been fully addressed.
89. During the course of the inspection singing of high quality was heard in lessons and during music club practice. Pupils have very good diction and pitch control and this enables them to communicate the feelings and moods of the music to the listener. On occasions, particularly when they harmonise, pupils' singing has a spiritual quality. A high proportion of pupils learn to play the recorder and as a result they have a good grasp of musical notation. Pupils throughout the school listen to a wide range of music from different periods in history and from different cultures. As a result their knowledge, understanding and appreciation of a wide range of music are well developed. The coordinator is effective in promoting pupils' interest in music and this is evident in the good attendance at the weekly music club, choir and recorder sessions. The curriculum is also enriched by opportunities to listen to visiting musicians and to sing with pupils from other schools in the area.
90. The subject is taught to all classes in the school by the part time teacher who has an expertise in the subject. This arrangement ensures that pupils throughout the school have access to the high quality teaching that she provides. Her love of music, and her enthusiasm and expertise has a significant impact on the standards that are achieved in the school. Lessons are very well planned and structured so that pupils increase their understanding through a wide variety of musical activities that combine performing, composing and appraising.
91. The part-time teacher is also the co-ordinator for music. She gives generously of her time, both during the lunch hour and after school, to provide additional music activities for the pupils. She leads and manages the subject very well and has developed a strong musical tradition in the school. She is continually reviewing the subject and has clear plans for its development. Resources for music are good.

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

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

### **Main strengths and weaknesses**

- The subject is an integral part of the school's ethos and is successfully taught through all subjects of the curriculum.
- Governors give very good support to the subject and this enhances the resources that are available to promote learning.
- The school and class councils play a major part in the development of an understanding of citizenship.

### **Commentary**

92. The personal, social and health education curriculum is very successfully embedded within the curriculum. Through topic work, lessons and extra-curricular activities, pupils are taught to maintain safe and healthy lives. The school has clear policies for sex education and drugs misuse. The teaching in these areas is very well supported by outside agencies, which include the police. Governors fulfil their role very well, for example, they are currently reviewing the sex education policy and have set up a committee to view supporting resources. Social responsibility is at the heart of the behaviour policy of the school and in all lessons and around the school there is a high expectation that pupils will observe the common courtesies expected of well-ordered community. Relationships as a result are very good both amongst pupils and between pupils and adults. This means that teachers can use a range of teaching methods with the complete confidence that pupils will respond with very good attitudes to what they are asked to do and this results in good achievement in lessons.
93. Citizenship is developed well through the school council and class council system and pupils have a very good voice in the organisation of the school. There is a sophisticated system of election to the school council, reporting back to and taking forward points from class councils, agendas are drawn up and minutes kept and the school council runs a budget. The achievement for which the council is most proud is the "buddy" system to support pupils on the playground. Currently under discussion are such diverse subjects as new pegs in the cloakrooms, mirrors in the toilets, playground equipment, the success of the playground "buddy" system and when and where to organise the next school disco. Older pupils escort younger pupils to church and young pupils are eager each week to see who will be their escort. Pupils decide which charities the school should support and how money is to be raised to do this. Debates of historical events and current affairs in lessons make a very good contribution to this area of the curriculum. No formal teaching was seen in this area of the curriculum so no judgement about teaching of personal, social and health education and citizenship is made.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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