

INSPECTION REPORT

**ST MARY'S CHURCH OF ENGLAND VOLUNTARY AIDED
SCHOOL**

Kettering

LEA area: Northamptonshire

Unique reference number: 122024

Headteacher: Mr J J Gardiner

Lead inspector: Mr A Clark

Dates of inspection: 24 – 26 November 2003

Inspection number: 257833

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:	239
School address:	Fuller Street Kettering Northamptonshire
Postcode:	NN16 0JH
Telephone number:	01536 485500
Appropriate authority:	Proprietor of the school
Name of chair of governors:	Father Stephen Raine
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

St Mary's Church of England Voluntary Aided School is an average sized school for 5 to 11 year olds. There are 239 pupils on roll. The majority of pupils are from white British families with about 10 per cent of pupils from ethnic minority backgrounds. These are mainly from Indian, African, Caribbean and Chinese families. The percentage of pupils at an early stage of English acquisition is higher than usually found at about 4 per cent. There are 36 percent of pupils on the schools register of special educational needs which is above average. The pupils needs include moderate and specific learning difficulties, social and emotional and physical difficulties. One percent of pupils have a statement of special educational needs, which is about average. The percentage of pupils eligible for a free school meal is average at 18.7 per cent. The school is in an area of low employment and general social disadvantage. A higher percentage of pupils move in and out of the area. There is a pattern of families moving from the school and returning at a later stage. The attainment of many pupils when they start school is below and sometimes well below normally expected levels, particularly in communication and language skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	Mr Andrew Clark	Lead inspector	Mathematics Art and design Physical education Religious education English as an additional language
13450	Mrs Jenny Madden	Lay inspector	
14732	Mrs Enid Korn	Team inspector	Science Information and communication technology Music Foundation stage
277777	Mr Rob Greenall	Team inspector	English Design and technology Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

This is a good school. By Year 6 standards are above average and pupils achieve well. Standards by Year 2 are not high enough however. The quality of teaching and learning is good. The school is led and managed well and gives **good value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well throughout the school and develop a good understanding of their own learning.
- The leadership and management are successful in raising standards.
- Teaching and learning is good and based on effective measures of pupils' progress.
- The pupils have positive attitudes and behave well.
- The provision for ICT is good and has improved significantly.
- Standards in English and mathematics are not as high as similar schools by Year 2.
- The daily planning in the Foundation Stage (reception classes) does not offer enough guidance to teaching assistants.
- Parents and the wider community are not significantly involved in the life of the school.

There has been good improvement since the last inspection. There is now a common purpose shared by all staff and the pupils. The pupils' attainment is much higher by time they leave school. Behaviour and the pupils' attitudes and values are now good. The results of national tests have not improved enough by the end of Year 2.

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	E	A	C	C
science	D	A	A*	A*

*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 pupils' achievement is good overall. Achievement is good in Years 1 and 2 although standards are below average. Achievement is good for Years 3 – 6 and standards are above average for the core subjects. The children make good progress towards the goals they are expected to reach by the end of reception. However, because many children enter school with very low communication and numeracy skills, they are unlikely to reach them.

In Years 1 and 2 pupils make good progress in reading, writing and mathematics. Standards were well below average however, in 2003 and are below expected levels for the current pupils. This is because many pupils have special educational needs in these areas and basic skills of literacy and numeracy are still low. Standards of speaking and listening need particular improvement. However, all pupils achieve well and their progress is closely tracked. By Year 6, there has been a good improvement to standards in English, mathematics and science. In 2003 the science results were in the top 5 per cent for the country. In the work seen standards are above average for English, mathematics and science although speaking and listening skills are average. Standards are also above average for ICT, art and design and music. The achievement of pupils from ethnic minority backgrounds and those at an early stage of language acquisition achieve well.

Pupils' spiritual, moral, social and cultural development is good. The pupils have many opportunities to reflect and the strong Christian ethos of the school supports personal development well. The pupils' attitudes to school are good. They are enthusiastic and think their lessons are fun.

A small, but significant group of pupils have emotional and behavioural difficulties but they are supported well. The attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good.

Teaching in the foundation stage is good. There is a good range of stimulating activities to promote learning in all areas. However, the daily planning does not provide sufficient guidance for teaching assistants to focus on the language and oral work sufficiently. By Year 2, pupils learn to concentrate and settle quickly to their work because the teachers make lessons relevant and enjoyable. Occasionally, the teachers do not set tight time limits for pupils who could work harder. In Years 3 to 6 the quality of assessment is very good and teachers use marking well to give pupils a clear understanding of how to improve their work. Teaching is sometimes exceptionally inspiring for the older juniors.

The curriculum is good. The good quality of assessment and the effective involvement of the pupils' in their own learning ensures that equality of access and opportunity is very good. There is a satisfactory range of extra curricular activities. There are good standards of care and promotion of pupils' welfare. The information for parents is not always presented in ways which promote interest and involvement, although information on pupil's progress is very detailed. The wider community does not play a significant role in the life of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and senior staff monitor and analyse progress closely and professional development is good. The governors provide satisfactory support to the school. There is a very good focus on the achievement of different groups of pupils. The finances are well managed and used to promote standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have positive views about the school. A small percentage do not feel they receive enough information. Only a limited number of parents are actively involved in the life and work of the school, despite good efforts by the developing parents' association.

The pupils enjoy their lessons and feel safe and cared for in the school. They would like more activities out of school time.

IMPROVEMENTS NEEDED

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

- Raise standards of speaking and listening, especially in Years 1 and 2.
- Improve the use of a mathematical vocabulary in Years 1 and 2.
- Ensure numeracy activities are taught at a pace to motivate the pupils.
- Provide more support for staff in the foundation stage to promote oral work in all areas of learning.
- Take steps to involve the local and wider community more in pupils' learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well. Standards attained in English and sciences were well above average in 2003. They were average for mathematics.

Main strengths and weaknesses

- Improvement to standards since the last inspection has been good.
- The standard of pupils' reading and writing are very high by the time they leave school.
- Pupils with special educational needs make good progress.
- The pupils with English as an additional language and pupils from ethnic minority backgrounds achieve well.
- Although pupils make at least satisfactory progress in Years 1 and 2 standards in reading, writing and mathematics are lower than those of similar schools.
- Speaking and listening skills are not high enough.

Commentary

1. The children start school with very low levels of attainment in several areas. Achievement is good. Pupils attain the early learning goals by Year 1 in personal and social development, creative and physical development. However, despite the progress made many children are unlikely to attain the expected levels in communication, language and literacy, mathematical development and knowledge and understanding of the world. Speaking skills are particularly low and there is not enough guidance in the planning to develop this.
2. Pupils' progress in reading, writing and mathematics in Year 1 and 2 is at least satisfactory and often good. However, very few pupils attain higher levels in national tests. This reflects the increasingly high proportion of pupils with special educational needs and the low attainment on entry to the school. There is no significant difference between the achievement of girls and boys. Pupils' speaking and listening skills are also very low and planning and teaching to improve this is not good enough. Standards attained in science are similar to those for reading and writing. There are more pupils in the present Year 2 working at average levels in reading, writing and mathematics although there are still few high attaining pupils.
3. Pupils with English as an additional language make good progress, particularly in English. The school makes good use of support from the Local Education Authority and support staff are very aware of individual needs.
4. Pupils' achievement in English, mathematics and science is good throughout Years 3 to 6. In 2003, the results of National Tests were well above average for English and science and in 2002 were well above average for mathematics as well. For science, the results were in the country's top five per cent. The trend of improvement is above the national trend. These results are much higher than for similar schools. The standard for mathematics in 2003 was average because there were fewer high attaining pupils than in English and science. The current Year 6 pupils are working at above expected levels overall in all three subjects. Achievement for all abilities and different groups of pupils is good. There is no difference in the achievement of girls and boys.
5. There are several reasons for the high standards and good trend of improvement in all three subjects. In particular, there are very strong procedures in place for setting targets for class and individual achievement. The school analyses test results and other data very closely and uses the information well to match individual attainment to levels in the curriculum. The

targets are shared with parents and pupils. Secondly, there have been good improvements to curriculum planning in these subjects. Also, the quality of teaching is good in all three subjects and often very good in Years 3 to 6.

6. Standards in ICT are average by Year 2 and above average by Year 6 and pupils achieve well. This is a good improvement. In religious education, pupils also achieve well and standards are above levels expected by Year 6. Good standards were also seen in work sampled in art and design, history and music. In design and technology, geography and physical education standards are at expected levels.

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

Standards in:	School results	National results
reading	14.9 (15.8)	15.7 (15.8)
writing	13.5 (14.4)	14.6 (14.4)
mathematics	15.7 (15.5)	16.3 (16.5)

There were 42 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	28.9 (28.1)	26.8 (27.0)
mathematics	26.8 (27.5)	26.8 (26.7)
science	31.2 (28.8)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes, values and other personal qualities are **good**. Attendance and punctuality are satisfactory. The attitudes and behaviour of pupils is good. Pupil's personal development including spiritual, moral, social and cultural development is also good.

Main strengths and weaknesses

- The values taught in school enable pupils to develop into caring and thoughtful individuals.
- Pupils are keen to learn and are happy at the school.
- Pupils develop in maturity and self esteem as they move through the school.
- In the majority of pupils behaviour is good and they respond to the schools high expectations, however there is a small minority who lack respect and wilfully misbehave during lessons.
- The school lacks the games and activities led by trained staff at lunchtimes and playtimes which help pupils return to the classroom refreshed and ready to learn.

Commentary

7. Pupil's attendance is regular and the school has good procedures to promote and monitor this, however a small number of pupils do have problems getting to school on a regular basis as a result of their parents permissive attitudes. The school is aware of these difficulties and has implemented a scheme, in partnership with a family worker, to improve the attendance of these pupils.
8. Pupils feel safe and confident in school and are keen to take full part in the lessons and achieve as well as they can. The majority of pupils behave well and follow the consistent guidance provided by the school so that there is very little disruption to the life of the school and

pupils ability to apply themselves fully in the classroom. During playtimes, however pupils have little to occupy them and petty arguments and some thoughtless behaviour does become apparent. Pupils of all nationalities work and play well together and there have been no racist or sexist incidents. This reflects the concern the school gives to teaching tolerance and understanding.

9. Pupils are provided with a wide range of opportunities to study the life of people who follow different faiths and to see where their own and others beliefs concur and disagree in away that provides respect for the beliefs and customs of others. The moral values in the school are an integral part of the schools ethos and are well understood by pupils. There is substantial social development of pupils as they move through the school and increase in self-assurance and confidence.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
193	1	0
1	0	0
3	0	0
1	0	0
5	0	0
11	0	0
2	0	0
2	0	0
3	0	0
1	0	0
1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**.

Teaching and learning

Teaching and learning are **good**.

Main strengths and weaknesses

- Teaching is often very good in Years 4 to 6.
- Very good use of assessment to set individual targets and involve pupils.
- There is a good ethos for learning and teachers and support staff work well together.
- Pupils with special educational needs are taught well.
- The pupils speaking skills are not always sufficiently encouraged.

Commentary

Summary of teaching observed during the inspection in 37 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (14%)	21 (57%)	10 (27%)	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; figures in brackets show percentages where 30 or more lessons are seen.

10. The quality of teaching and learning is good overall. It is much better than at the time of the last inspection. Improvement is particularly evident in Years 3 to 6, where a high proportion of the lessons seen were very good. No unsatisfactory lessons were seen, and pupils' work and progress over time reflect consistently good teaching. Common and significant strengths are:
 - Teamwork between teachers and support staff is very effective. By planning together and sharing assessment information, they ensure that all pupils have the right balance of challenge and support to enable them to progress through the same curriculum at their best rate.
 - All teachers set a good tone for learning and promote confident and happy working relationships. As a result, pupils sustain interest and effort, and do their best to achieve the standard set.
 - Teachers' good planning makes learning coherent, active and demanding.
 - Teachers use assessment information well to match work, support and targets to each pupils' stage of development. The comments they write on pupils' work often give excellent guidance. Consequently, pupils understand their targets and can explain how well they are doing and how they can do better.
11. These strengths are not fully consistent across the school. At times learning falters because lessons lack pace, or do not develop coherently, or because teachers talk too much and give pupils more guidance than they can use. In the best lessons, particularly in Year 6, the teacher sets very precise time limits on what pupils are expected to achieve and creates a positive sense of urgency. This is missing in a few lessons in Years 1 and 2 and the pupils set the pace for the lesson and achievement is less.
12. Teaching is good in the foundation stage and the new coordinator is leading good improvements through effective training. However, the planning lacks details on questions and vocabulary to use with children in role-play and some other activities which limits the contribution staff make, particularly to speaking and listening skills.
13. There is not enough planning for developing speaking and listening skills. This is reflected in lessons where, although teachers question pupils closely, they do not always expect pupils to give full enough answers in clear sentences.
14. The school is good at encouraging good attitudes to learning and teaching pupils how to learn. By Year 2, pupils persist in their writing and are not afraid to write at length. They take care with presentation and try to be accurate. In this way, although standards are still low the pupils are ready for Years 3 to 6. This is particularly evident in the Year 1/2 class where the pace of working is consistently good. In Years 3 to 6 the pupils learn to work quietly and cooperatively.

They make good use of general reference material such as dictionaries and thesaurus. Pupils with special educational needs learn consistently well because of the good planning and teamwork. The teachers prepare challenging work because the good assessments and planning give them a clear understanding of pupils diverse needs.

The curriculum

15. The curriculum is good. It provides a broad, interesting and well-planned range of learning experiences for all the pupils. At its centre are strong programmes for literacy and numeracy. It is supported by a satisfactory range of resources and additional activities. The improved accommodation is still restricted in some areas, but the school makes best use of it.

Main strengths and weaknesses

- The curriculum promotes good achievement in literacy, numeracy, science and information and communication technology.
- It gives consistently good support for pupils who have special educational needs and for those whose mother tongue is not English.
- The school ensures that all pupils have equal access to all the learning opportunities it provides.
- A good programme of educational visits enriches pupils' learning and strengthens the links between subjects.
- Provision in the Foundation Stage is good, except for the restricting effects of the outdoor accommodation.
- The programme for personal, social and health education and citizenship is inconsistent and incomplete.

Commentary

16. The curriculum meets all relevant requirements and is much better than when the school was last inspected. Up-to-date schemes of work guide teachers' planning well, so that pupils' learning grows steadily in all subjects. The school has significantly strengthened its strategies for teaching literacy and numeracy, and improved all its provisions for information and communication technology. Good teamwork and improved resources support these strong developments. As a result, the school meets the needs of all its pupils effectively. It enables them to achieve well in reading, writing, mathematics and ICT, and gives them good opportunities to use these and other skills to produce quality work in other subjects.
17. The curriculum for the Foundation Stage takes full account of national guidance. It enables children to make good progress across the six areas of learning. A well-planned daily programme of activities maintains this progress, develops children's enthusiasm for school and promotes their growing independence. Weaknesses in outdoor provision restrict some aspects of physical development. Although most children move smoothly towards the early stages of the National Curriculum, the transition is not managed well enough for those who do not achieve the early learning goals until they are in Year 1.
18. Teachers take very good care to ensure that all pupils have equal access to every aspect of the curriculum. Pupils with special educational needs receive good help from teachers and teaching assistants. Their progress is carefully planned and regularly assessed, sometimes with the help of outside specialists, so that they benefit from appropriate resources and the right levels of support and challenge. As a result, these pupils understand how to overcome their own difficulties, and they achieve well. The school is developing provision for pupils who have recognised gifts or talents. However, this is at a very early stage and remains a challenge for the school.
19. Planned improvements to the school's work in personal, social and health education and citizenship have been held up by the long-term absence of the co-ordinator. Current provision is satisfactory because of the effective use of 'circle time' to enable pupils to discuss school-

wide concerns, and because assembly themes, religious education and the programmes for sex, relationships and drugs education adequately support personal and social development. In other respects, provision in this area does not ensure consistency and coherence in pupils' learning. Lack of a school council also restricts relevant learning experience.

20. Learning opportunities are strongly extended by educational visits to places of interest such as Twywell, Hunstanton and the Anglo-Saxon village at West Stow, and also by the residential visit to Kielder Water in Year 6. In Years 3 to 6, good work in history, geography, art and English reflects the power of these experiences. However, learning opportunities at lunchtime and after school are relatively limited. The lack of a playing field restricts provision for sport, but the school could do more to promote pupils' interest and participation in both sport and the arts.
21. The curriculum for the reception year is good. The long and medium term planning for the Reception Year are good and detailed with a clear focus to the early learning goals, although there is a lack of planning for the development of spoken language for thinking and problem solving. The balance between teacher directed and child-selected activities is good and children have a broad range of activities to choose from each day. The day to day planning for the focus teaching activities is too brief, with imprecise learning objectives that provide insufficient support for the classroom assistants. Focus questions for the development of children's spoken language are not planned and as a consequence children are not provided with a sufficiently broad model of language structures.

Care, guidance and support

There is **good** care, guidance and support for pupils in the school.

Main strengths and weaknesses

- Pupils are very well supported in all aspects of the school's provision.
- Individual targets, which are well known to pupils, act as the basis of their attainment in the school.
- The school takes good care to safeguard and protect the welfare of all pupils and the school is aware of the need for further staff training in child protection.
- Pupils like and trust the adults in the school.
- There is at present no formal, and little informal consultation with pupils about the life and work of the school and pupils are acutely aware of this gap in provision.

Commentary

22. The school is vigilant in providing a safe environment in which pupils can learn and play. Pupils are well known to teachers and individual welfare needs given due consideration in the life of the school including those pupils who have recently started in the school. There are few accidents in the school and these are analysed by staff to ensure that there are no contributory circumstances. There are appropriate Child Protection procedures in place but there has been no recent staff training.
23. Pupils have a good and trusting relationship with staff and know that they should be approached immediately if they have difficulties or problems. Through assessment, marking and the use of individual targets teachers are able to support and guide pupils to improve their learning. Pupils are clearly aware of this and use this guidance to make constant improvements in their level of work. Pupils are provided with a smooth transition to the secondary phase of learning through the close and purposeful liaison between schools.
24. There are few opportunities for pupils to express their views on the life and work of the school except through personal, social and health education lessons. The school is developing a

School Council but this received a set back during the headteacher's absence. A Healthy Living Project is also at an early stage of development.

Partnership with parents, other schools and the community

The school has **satisfactory** partnerships with parents, other schools and the community. The schools links with parents are satisfactory. Links with the community are unsatisfactory. There are satisfactory links with other schools and colleges.

Main strengths and weaknesses

- The school involves parents very well in pupils learning through the provision of targets and information about homework.
- The parents of pupils with special educational needs are fully involved in their children's targets and reviews.
- There are good relationships between the main feeder secondary school and St. Mary's school which ensure a smooth transfer of pupils from Year 6.
- The school provides a good level of formal information for parents but it lacks the high quality of presentation and thought that would make it parent friendly.
- Parents feel they can approach the staff formally to discuss problems or difficulties but there is a lack of day on day partnership between parents and teachers about children's lives in school.
- A high proportion of parents show little interest in involving themselves in school life and there are few links with the local community. There are limited procedures to gather the views of parents.

Commentary

25. Parents receive all the necessary information needed to be aware of the main events of school life and the way the school runs, the annual progress reports provide a very clear picture of their children's progress and ways in which they can be helped to make further progress. There are opportunities for parents to talk to teachers at the termly parents meetings but little informal contact and only a few are involved in school life beyond those who help with homework. There are no mechanisms for seeking parents views or involving them in the improvement of the school. The Parents and Friends Association has recently taken on new life but it needs the solid support of many more parents in the school to achieve real success. The annual governors' report to parents and the school prospectus is not fully compliant with legal requirements in some minor details. There is a good, clear statement of the school's aims in the prospectus but the language used in the rest of the document is formal and not immediately accessible.
26. There is satisfactory liaison between schools and pre-school providers to ensure the basic information needed for the smooth transfer of pupils and their continued well-being is in place. In addition the school has ties with other schools in the cluster group. The school provides placements for college students studying childcare and work placements for secondary school pupils.
27. There are few community links and the school is mainly inward looking. The school and governors feel that there are very few organisations and businesses in the locality with whom they can make contact and the foundation governors are aware of the need for a community centre. It is apparent that from the failure of adults to enrol in courses offered and the reluctance of parents to be involved with the school that the school has a difficult task ahead.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher and subject leaders make good use of the analysis of test results and monitoring of teaching and learning to raise standards.
- School improvement planning is thorough and systematic.
- Provision for special educational needs is managed well.
- The governing body is at an early stage in monitoring curriculum development.

Commentary

28. Since the last inspection the headteacher, very ably supported by the deputy headteacher, has created tight and effective systems for managing change and improving the curriculum. There have been good improvements to leadership and management since the last inspection. Subject coordinators are now very clear about their roles and, particularly for the core subjects, taking dynamic and informed leadership. They contribute fully to well managed school improvement planning. There is regular and good quality monitoring of teaching. The feedback is incisive and constructive and supports the good improvements made to teaching and learning. This is linked to a well-embedded process for managing the performance of teaching and non-teaching staff. There are good links between staff needs and the training provided. The staff have worked well together to develop teaching and learning styles and in particular processes for helping pupils' work towards precise targets in their learning. New staff are carefully monitored and supported.
29. As a result of the good procedures in place, the deputy headteacher was in a good position to work as acting headteacher for over two terms when the headteacher was suddenly taken seriously ill. Although some projects such as the development of a School Council were temporarily deferred, the pace of change continued well in the last year. The headteacher is now fully recovered.
30. The governing body fulfils its statutory requirements with the exception of some minor omissions from the information for parents. There are good policies in place to ensure racial tolerance and inclusion. There is a sound committee structure, which oversees the development of the curriculum, financial planning and staff and accommodation. The governors have given strong support to improvements to the accommodation, working closely with the diocese. They receive regular reports on pupils' attainment and there is satisfactory take up of training for governors. Although, governors have individual roles for curriculum areas and other key posts there is no overall policy on how to fulfil these. There have been some good developments involving individual governors in supporting work in mathematics and ICT but these are not yet embedded.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	628,060
Total expenditure	628,060
Expenditure per pupil	2,416

Balances (£)	
Balance from previous year	52,000
Balance carried forward to the next	68,770

31. The finances are managed well. The current carry forward is above the recommended amount due to staffing and accommodation costs already committed and will be reduced significantly. A small grant for ethnic minority pupils is used effectively for additional support and resources. Funding for special educational needs is used well because the coordinator ensures that pupils have the right targets and the support to achieve them.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. There are thirty-eight children in the reception year group. There is one class of reception children and one with nine reception children and Year 1 pupils. All the reception children started full time education three weeks before the inspection.
33. Since the previous inspection the standards with which children enter the reception year have declined. The teaching remains good overall. Children make better progress in their mathematical development, in their knowledge and understanding of the world and in the musical aspects of their creative development than they did previously. Standards in language literacy and communication skills and in mathematical development are lower at the end of the Reception year than they were previously reported. Provision for children's knowledge and understanding of the world was unsatisfactory at the time of the previous inspection. This has improved but the children's play is still not as developed as it should be because the planning lacks sufficient structure and there is limited outdoor play space. However, shared indoor space is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children enter with a very low standard. They achieve well, particularly in their attitudes and confidence and most should achieve the early learning goals when they leave the reception year.

Commentary

34. Children enter with very low standards in their personal social and emotional development. They make good progress achieving well and by the end of the reception year they are likely to achieve the early learning goals. Children have already achieved well in their attitudes and confidence. They work individually or in pairs in a settled manner, selecting and moving confidently from one activity to another and most children tidy away their equipment when they finish. Children come willingly to adult directed activities. In both adult led and child selected activities, children show high levels of involvement, persisting with their activity. The social development of the younger children is not as well developed and they tend to play in silence alongside others, selecting their own equipment and aware of others, but not collaborating with them. Older and more socially advanced children are starting to play collaboratively with others in the role play and other areas. Teachers work in a calm and quiet manner, constantly providing reminders of sharing and turn taking and how to work with others, and in this way they effectively develop the children's personal social and emotional skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enter with a very low standard and although they make good progress they remain below the expected standard when they leave the reception year.
- There are good opportunities for children to develop reading and writing skills.
- The development of children's spoken language is not planned for with sufficient precision.

Commentary

35. Standards in language, literacy and communication on entry are well below average. Some children enter with levels of spoken language that are very poor and many children enter with immature spoken speech and poor diction. The class teachers recognise this and constantly rephrase what the children say, providing a mature model of speech. At times, with the more able speakers, teachers give them opportunities to expand their sentences and clarify their ideas. Although spoken language is an identified weakness, teachers do not plan opportunities for small groups to practice their language skills. Most children play together with very little spoken language and the classroom is noticeably quiet. The language adults use is not planned for, and as a consequence the full range of language structures, in particular language for thinking and for problem solving. This also reduces progress of children with English as an additional language. Overall, teaching for this aspect of the curriculum is satisfactory and children make satisfactory progress.
36. Only one child entered the reception class knowing all the letter sounds and the majority entered knowing none. Teaching of reading is good and most children make good progress towards learning to read. Letter sounds are taught well, frequently using simple games and also making good use of familiar toys such as 'Bob the Builder' and children are therefore well motivated to participate. Action songs are used well to help children with the skill of sequencing events and improving their vocabulary. Three quarters of the children in the full reception year have made a good start to reading and recognise the first words in the reading scheme. Teachers provide a wide range of opportunities for writing skills to develop. These range from structured opportunities in work books to children 'recording orders' in the café. There is good improvement in children's pencil control and the higher attainers form recognisable letters, but only one child is currently writing any words independently. By the end of the reception year many children will have achieved the early learning goals, but overall standards are below national expectations when children enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Pupils' achievement is good although standards remain below expected levels.
- The quality of teaching is good.

Commentary

37. Teachers provide many good opportunities for developing number skills. At the end of morning sessions there are teacher led counting activities to develop children's ability to count to five. At these times, the class teacher uses toys to help children count and action songs to help children remember the sequence of the counting. Two older children in the mixed reception and Year 1 can count to numbers above forty and all can count to nine. They have many opportunities to develop their number skills, but at times they are not allowed to participate in the start of the Year 1 numeracy session, even though the activity is suitable for their level of learning, and this hinders their development. The reception class teacher uses visual aids well to teach the names and properties of basic shapes. This teaching is supported by good supplementary focus activities, led by adults. These are planned to the children's ability levels but the daily planning is brief and gives little support to the classroom assistants and consequently, questioning to extend children's mathematical thinking is frequently lacking. Teachers provide a wide range of varied counting and number recognition activities that children can choose to use and the resources teachers provide are bright and stimulating. Most of these have clear learning outcomes for the children to achieve. By the end of the reception year most children will have met the early learning goals for counting and shape but not for calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers make good use of stimulating resources.

Commentary

38. Teachers provide a wide range of experiences using interesting and good quality resources. There are opportunities within the self-selected activities to explore materials such as sand and water, to observe the changing colours in a kaleidoscope, to develop a sense of place through miniature farms and road construction toys and to develop a sense of time through looking at photos of previous work. Children use simple construction toys with a sense of purpose such as when they make models of people. Children are not given specific learning objectives with all these activities and adults intervene only infrequently to extend the children's learning through becoming involved in the play. Children are introduced to using computers with planned visits to the computer suite and older children are able to control a program sufficiently to clear the screen and start again when they wish to. One planned opportunity to observe was seen during the inspection, when older children were encouraged to use their sense of hearing and of sight. With the teacher's support they listened carefully, but their ability to observe and to explore on their own was of a low level. Children are achieving satisfactorily, due to the range of opportunities, but many will not achieve the early learning goals by the end of the reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Provision for developing fine movements is good and children achieve well.
- Opportunities and resources for developing children's control of large body movements and balance are insufficient.

Commentary

39. Teachers provide many good opportunities to develop children's finer hand movements using many toys and games and children should achieve the early learning goals for this aspect of their physical development by the end of the Reception year. Children have limited opportunities to develop other aspects of body control and spatial awareness. Many have some difficulty moving around the classroom, although in the hall, in music and movement lessons they are aware of the space around them. There are no climbing frames in the outdoor area and visits to the school hall are only weekly, so opportunities to climb, to jump from a height and to control body movements are infrequent. Pupils showed satisfactory ability to balance on one foot in the music and movement lesson and outdoors, to ride bikes. Some have the ability to throw beanbags accurately.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Movement and music is very well taught.

Commentary

40. Teaching and learning in music and movement lessons is very good and from children's facial expressions it is possible to see that they are engrossed in their learning as they move their bodies to interpret the music or to enact a well known story. There are daily opportunities for children to use paint and to explore colour and materials for a range of purposes. Staff ensure that the activity is carried out correctly but they do not encourage children to observe and explore and to consider the aesthetic aspects of their work or how they could improve. Role play and small play is constantly provided for children to develop their imagination Adults tend to give instructions to maintain order rather than becoming involved in the play and leading the children's learning forward. Overall children make good progress in this aspect of their development and achieve well. They should achieve the early learning goals for all but their spoken imaginative language by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach above average standards by the time they leave.
- Teaching and learning are good overall, with some very good features in Years 3 to 6.
- Very good leadership and management have significantly improved provision and raised standards.
- Teachers plan good opportunities in other subjects for pupils to use and improve their writing skills.
- Provision for developing skills in spoken English is relatively weak.
- The library does not adequately support pupils' progress in using books to find information.

Commentary

41. Standards have improved well since the last inspection. They are below average by Year 2 and above average at Year 6. The higher standards stem from better planning of the curriculum, more effective teaching and learning, and improved systems for tracking and promoting each pupil's progress. Leadership and management have been particularly effective in driving these improvements, and in building more rigorous systems to strengthen pupils' sense of how they can do better. Demanding individual targets for pupils, an increasing use of ICT, better weekly routines including homework, better resources, and better opportunities for reading and writing in other subjects, supports the drive for higher standards in literacy.

42. The impact of these improvements is most clearly seen in writing. The basic skills of handwriting, spelling, punctuation and sentence structure are taught consistently and rigorously. All pupils achieve well in these respects and good classroom displays often celebrate their work. Teachers set high standards and encourage pupils to analyse quality

texts of different kinds. As a result pupils increasingly understand how and why texts vary, and they learn to fit words and structures to a widening range of purposes. For example, pupils in Years 3 and 4 write equally effective factual and imaginative texts. They write coherent reports about aspects of Anglo-Saxon life, or clear and concise instructions for how to make a fingerprint picture. At the same time they write evocative poems about playground sounds and the characters of relatives or pets. By Year 6, standards are above average and higher attaining pupils write with disciplined and confident control of length, structure and variation. They switch easily from the informal language of autobiography to the formal, impersonal language of a report on the features of hot deserts.

43. Standards in reading are also above average by Year 6. Here too pupils achieve well because good systems and effective teaching consistently support the development of basic skills. In Year 2, lower attainers tackle unfamiliar words by using a growing knowledge of the complex relationships between sounds and letters. More able pupils use a range of skills to read quite advanced story texts fluently and interpret the main qualities of a character. Their response to an information book is less assured. By Year 6, most pupils detect different layers of meaning in a story text. Higher attainers are quick to perceive how, in an unfamiliar story opening, the author's use of language changes the way the reader sees the character. Significantly, however, pupils do not show similar skills and understanding in discussing a non-fiction book, even when current work in English is directly relevant.
44. Standards in speaking and listening are average by Year 6, and are lower across the school than in literacy. Weak skills in this area impede learning for many pupils, although good care and relationships across the school support the development of spoken language. Teachers are aware of the for improvement. They promote positive attitudes by valuing pupils' efforts, and often provide good opportunities for pupils to talk in pairs or small groups to support each other's learning. However, progress in this area is assumed rather than orchestrated. Planning is unsystematic and the range of methods is limited. Also, there is a relative lack of procedures to assess skills in this area, even for pupils with special needs, and few targets are set to help spoken English keep pace with the demands of the curriculum.
45. The quality of teaching and learning is good overall. It is particularly good in Years 3 to 6. There is very good team work between teachers and teaching assistants and good understanding of literacy teaching. The teachers create a warm and harmonious ethos so pupils of all abilities, and those at an early stage of acquiring English, are involved. The teaching is often challenging and there is very good use of individual targets to promote pupils' learning. Sometimes the pace of teaching is too slow and pupils are not as motivated as a result. There is not always enough close questioning of the pupils' understanding and the development of pupils' speaking and listening skills is not sufficiently planned for. This follows national trends and the school has recognised the need to improve this.

Language and literacy across the curriculum

46. The school is taking good steps to encourage pupils to use and develop their literacy skills in other subjects. A recent extension of the literacy strategy is raising standards in writing. As pupils do all their writing in one book, they are more aware that the skills, understandings, targets and standards that apply in English apply equally in science, RE or history. Teachers reinforce this awareness by marking all writing in the same rigorous way and keeping literacy targets in view. Similar developments for reading promise well but have not progressed as far. The library does not help. It is too small for teaching library skills to whole classes. It is also under-furnished and underused for groups of junior pupils to practise these skills for independent research. Opportunities for pupils to develop their skills in spoken English through other subjects are not shaped and made consistent by a clear overall policy. Nor are they structured through planning, or matched to pupils' actual language needs.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of work seen are above average by Year 6 and pupils achieve well.
- Pupils respond well to individual targets set for improving their understanding.
- Pupils are taught to think logically and apply their skills well.
- The pupils do not recall number facts quickly enough by Year 2 and are sometimes careless in their calculations.

Commentary

47. The subject is led well because the coordinator makes good use of detailed analysis of test results and reviews of pupils' work to address weaknesses such as the pupils' use of problem solving, by improving opportunities and teachers' expectations. This is backed up by good first hand knowledge of the teaching in the classrooms.
48. As a result of the good leadership standards have improved well since the last inspection. Pupils often start school with low and sometimes very low attainment particularly in counting skills and conserving number facts. They make at least satisfactory progress throughout Years 1 and 2 and often better, but a significant proportion of pupils still do not recall or apply number facts such as addition or basic tables securely enough to reach standards expected for their age by Year 2. A few, less able pupils are also careless, for example when counting on in tens from a hundred. The teacher makes the activity interesting and encourages improved accuracy by using clapping patterns to help them. A few pupils show much greater levels of skill and the teachers encourage this by allowing pupils to explain their thinking and set out their ideas on the whiteboard. In some lessons, the teachers do not make mental sessions pacy and challenging enough to overcome this. In the best lessons, for instance in a Year 1/2 class, the teachers not only expect pupils to answer quickly but vary the type of question skilfully to the ability and maturity of the pupils. Pupils are not yet confident in using the correct mathematical vocabulary. Teachers make good use of homework to support the learning of basic skills.
49. From Years 3 to 4, pupils achieve well and often very well in Years 5 and 6. As a result a good proportion of the pupils are working above age expected levels. They develop a good knowledge of number facts and use them well. Alongside this they develop a useful mathematical vocabulary so that they can express their ideas clearly and directly. So by Year 4 pupils solve problems using their knowledge of factors and multiples well. By Year 6, the pupils have very precise ideas on mathematical techniques. For example, they describe well how to solve a word problem by 'concentrating on the mathematics involved and ignoring everything else'. The more able then make very good use of their knowledge of perimeter and area to solve the problems. Pupils show good ability to convert from metres to kilometres.
50. Both boys and girls achieve well over their time in school. Pupils from ethnic minorities make at least as good progress as their peers. So do pupils with English as an additional language.
51. The quality of teaching and learning is good. By Year 2, pupils work neatly and also work hard. However, they are not always careful enough in the care taken over the calculations, particularly the less able. All abilities concentrate hard by the time they are in Year 6. They make good use of information and communication technology such as calculators for checking accuracy and in data handling and practising number operations on the computer. In the very best lessons, such as in Year 6, the pace of teaching is breathtaking and the teacher uses a good range of visual displays such as projections from a computer and ready prepared labels and questions. There is good support given to pupils with special educational needs because teaching assistants are well prepared and challenge and support. For example, in one lesson

the teaching assistant placed himself or herself directly in front of the pupil, although her back was to the teacher, transcribing ideas on to the whiteboard so that he had strong visual clues to help him. The teachers set very precise targets for pupils and encourage them to refer regularly to them. As a result older pupils have a very precise knowledge of what they need to achieve to attain the next level in the National Curriculum and are highly motivated to do so. This is supported by generally good, although not entirely consistent, marking. For example, in Year 2 the teacher comments, 'How did you count this so accurately?' and the pupil writes a reply, thus reinforcing their understanding in a crucial area.

52. The curriculum is planned well. The school has worked closely with the advisor from the local education authority on improving standards and this has had a good impact.

Mathematics across the curriculum

53. This is good. There are good opportunities through the ICT teaching to make use of pupils' knowledge of data handling and calculations in developing spreadsheets. In geography, pupils develop their understanding of coordinates through mapwork and in history and religious education develop an understanding of time and chronology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards by the end of year 6 are high.
- Teaching is variable throughout the school, but there is sufficient good teaching, particularly in the oldest class, to maintain high standards.
- Pupils who need extra help with their learning and those with behaviour difficulties are very well supported and therefore they achieve well.
- There is a strong emphasis on the development of scientific enquiry skills through a practical approach throughout the school.
- Standards in Year 2 are too low.

Commentary

54. The standards of many pupils when they enter Year 1 are below expectations, but in the lessons observed, the majority of the pupils of all ability levels were attaining well at standards that are satisfactory or better for their age. Year 1 pupils are all introduced to the scientific skills of observing carefully using their senses and the lower attaining pupils research using reference books. In the mixed Year 1 Year 2 class, pupils soon become well motivated due to the teacher's enthusiasm and the good relationship she has with the pupils, and all pupils, including those with severe behavioural difficulties are very well managed. Consequently, the pupils are able to experiment and explore. At this time, the Year 2 pupils, many of whom have special educational needs, are reaching age-appropriate standards in their investigative skills. In discussion, the Year 2 pupils from both the classes show that they have a good understanding of the impact of exercise on health. However, overall, the discussion showed that the Year 2 pupils' knowledge of the science curriculum is, at present, below the nationally expected standard.
55. Standards by the end of Year 6 have risen dramatically since the previous inspection. Last year the school was in the top 5% in the country at the end of Year 6. Standards this year are anticipated to be a little lower, but are still high. There are many reasons for this significant rise in standards.
- Throughout years 3 to 6 the teaching is good and the pupils achieve well in these years.

- In the oldest class of the school, the teaching is consistently of a high standard and is at times excellent and the pupils make significant gains in their knowledge and understanding.
- The previous science co-ordinator analysed the end of Year 6 test papers and the school responded very well to the findings, so that now recording results in tables and graphs and analysing the results of investigations is a strong feature in much of the teaching.
- Scientific enquiry skills are now taught in each year group and this is a great improvement from the previous inspection where these skills were a weakness.
- The use of Information and Communication Technology, particularly in the oldest two year groups, enhances the teaching and learning well.
- Teachers plan carefully to meet the learning needs of pupils with special educational needs and the classroom assistants work well with these and the lower achieving pupils so that all these pupils achieve well. In the lessons, this level of support is not provided for pupils who are newly learning English.
- Teachers work closely with all the pupils during the practical activities, discussing with their pupils the scientific principles underlying their observations
- Pupils are introduced to the skills of predicting, identifying a fair test and recording an investigation in a scientific genre from Year 3.

56. The newly appointed co-ordinator has already identified the need to re-adjust the Key Stage 1 curriculum and to assess pupils' developing attainment in enquiry skills as they go up the school. A strength in the provision is the clear learning objectives for each year group. There are evaluations of pupils' learning at the end of each unit of work, but these are not yet developed into a system that allows the co-ordinator to monitor standards of classes and of individual pupils as they move through the school.

Outstanding practice in science

An example of outstanding teaching was seen in Year 6. Pupils were learning about air pressure and at the end of the lesson they related this to the buoyancy of water because they had previously investigated the apparent difference in mass between the same object when measured in air and in water. The teaching was a fluid mixture of pupils' own investigations, class teacher demonstrations with pupil involvement, questions and answers, with several different explanations to give pupils a breadth of understanding. The teacher's excellent subject knowledge enabled him to provide explanations that were clear, easy to understand yet scientifically correct. Pupils' answers reflected the teacher's use of scientific vocabulary. Their growing comprehension of the scientific principles underlying their observations was revealed through their responses. All pupils were equally involved and enthralled and they enthusiastically graded the lesson as 'brilliant.' At the finish pupils had a very good understanding of the difference in the speed of particle movement of liquids and gases. They could give age appropriate explanations of air resistance and they demonstrated the ability to explain the relationship between air resistance and surface area in terms of particle movement and to identify the direction of the force.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Direct teaching of ICT skills are good and teachers make good use of ICT in their teaching.
- The curriculum and assessment are very well structured.
- There has been very good improvement since the previous inspection.

Commentary

57. Standards in Year 6 are already meeting national expectations. These pupils confidently plan web sites, establish hyperlinks and download information from the web to include in their work. They know how to produce multi-media presentations and to use spreadsheets to produce graphs. This high attainment is achieved through a very well planned curriculum that develops these skills, a timetable that includes several lessons a week and good teaching. Teaching was seen in Years 6, 4, 3 and 2 and in each of these lessons teachers provided very clear explanations that included effective demonstrations using the computer linked to the overhead projector. Pupils respond well, listening carefully and following instructions so that skills are practised and learned well. Pupils are achieving well, particularly as many do not have computers at home.
58. There has been very good improvement since the last inspection. All aspects of the National Curriculum are now covered and the formally low standards have improved to good. To achieve this, the curriculum co-ordinator has provided very good leadership. He is very knowledgeable and has undertaken considerable staff training himself, as well as the school having the nationally arranged computer training for staff. Assessment systems are very good and give clear guidance to each teacher on the skills to be taught in each unit of work and as a consequence, they are effective in raising standards. Software has been carefully selected, such as a good program for Year 2 pupils to use as they learn to touch type. In the computer suite, pupils work in pairs in a very co-operative and supportive manner. Only one pupil can access the keyboard at a time, as the space is very limited. The school has laptop computers and when these are linked into the network the situation where one pupil must watch as another one works, will be eased.

Information and communication technology across the curriculum

59. This is satisfactory as activities in the ICT suite are planned to link to several other subjects. However, there are limited opportunities for pupils to make use of computers outside the suite. During the inspection ICT was seen being used effectively in art where pupils used digital cameras and in literacy and in science, where pupils plotted graphs using a spreadsheet. Teachers make good use of ICT when teaching other subjects, such as when demonstrating a science experiment using an electronic probe.

HUMANITIES

In **history** and **geography**, work was sampled. Inspectors looked at teachers' planning and pupils' work, and observed a geography lesson. Whilst this does not form a basis for firm overall judgements on provision and achievement, the following points can be made.

History

60. Pupils in Years 2 and 6 attain above average standards in history. For example, pupils in Year 2 write well-informed accounts about the lives of historical figures such as Louis Braille and Guy Fawkes. They show a growing understanding of differences between past lives and our own. The work of upper juniors reflects good learning about the Anglo-Saxons, where they settled and how they lived, ate, worked, built houses and influenced our language.

Geography

61. In geography, the attainment of pupils in Years 3 and 5 is typical for their age. They understand that villages in Ghana and India can be compared with Kettering in terms of both human and physical features. They use secure skills in reading maps and written texts to support their learning.
62. In both subjects, the curriculum is well-planned to promote pupils' learning and interest in a variety of topics, places, peoples, approaches and resources. A good programme of educational visits and local fieldwork enhances this learning and extends pupils' cultural

development. Learning is further supported by good links with other subjects and good use of pupils' skills in reading and writing.

Religious education

Provision in Religious education is **good**.

Main strengths and weaknesses

- The curriculum is well planned.
- The quality of teaching is good.
- Pupils' knowledge and understanding of different faiths is good.
- Some opportunities are missed to make lessons visually more stimulating.

Commentary

63. Teaching and learning in religious education make a good contribution to the spiritual and moral education of the pupils. Standards of attainment are in line with expectations of the Locally Agreed Syllabus by Year 2 and above them for Year 6 and pupils of all abilities achieve well. The pupils work very hard in the subject and written work is often of a good standard by Year 2 and Year 6. This is because the curriculum is well planned to build systematically on pupils' knowledge of the central themes of different religions and to express their own feelings and beliefs. Pupils with English as an additional language make suitable progress. The teachers actively encourage pupils from all faith backgrounds to share their knowledge and understanding and many of the school's resources come from pupils and parents.
64. By Year 2, the pupils are very familiar with a wide range of stories from different faiths. They have a good recall of the story of Moses, for example, and use names and details accurately in retelling the events. They show a strong empathy with the plight of Moses and, the most able in particular, explain their thoughts on this well. They understand that Jesus was a Jew and know and identify Jewish and Christian festivals. The pupils write very movingly, about the lives of famous people such as Florence Nightingale and Louis Braille and how they developed their beliefs by spreading goodness in practical ways.
65. Throughout Years 3 to 6, pupils make good progress in developing an understanding of the main symbols and beliefs of Hinduism, Islam and Sikhism. They continue to develop their knowledge of Christianity well. The pupils appreciate that views and interpretations of concepts of faith will differ and many pupils are not afraid to express their own. They are eager to learn and to pass on their knowledge.
66. The quality of teaching and learning is good. This is because there is a well established scheme of work based on the Locally Agreed Syllabus, and the strong commitment of the subject coordinator. The teachers tell stories with interest and compassion. They question pupils closely to deepen their understanding. 'What does this tell you about God?' was one of the questions put to Year 2 pupils. The teachers have high expectations for written work and, consequently, pupils often write at length building their own ideas around salient facts. Although teachers make sound use of relevant artefacts for pupils to investigate, they do not support their good story telling enough with stimulating visual aids. For example, some of the illustrations are too small for the class to see and not enough use is made of information and communication technology to develop this. However, the pupils have made good use of computers for research and in presenting their work in interesting ways.
67. The subject is led and managed well and there are good links to the central themes of Collective Worship, which are referred to by the teachers. The resources are generally

good. Staff are enthusiastic and knowledgeable. Pupils make good use of their literacy skills. There are good links to pupils' personal and social development programme.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was observed in **art and design** and no lessons in **design and technology** so it is not possible to give a judgement on provision in these subjects. No lessons were observed in Years 3 to 6 in **music** so it is not possible to give an overall judgement on provision. Evidence is gathered from a small number of lessons in Years 1 and 2 and observations of singing in assemblies and other musical activities.

Art and design

68. From the work seen standards meet national expectations. There were several examples of finished work of a high standard in Years 3 to 6. There are good links made with other subjects throughout the school. For example, pictures based on Hindu and Islamic art in religious education. Improvement since the last inspection is satisfactory.
69. In Year 2, the pupils produce some bright and vibrant pictures based on the work of Kandinski. They show a good awareness of colour and colour mixing techniques. In Year 6, pupils use the work of Leger to inspire collage designs on a theme of movements. These are very well made. In Year 3, the pupils produce very good pictures of landscapes with a paper tearing technique and the natural theme is continued in Year 4 with designs based on leaves.
70. There is some good use of information and communication technology for finding out about different artists and several age groups use different painting and drawing packages. Year 4/5 have produced some beautiful greeting cards for the Hindu festival of light using drawing, painting and clip art facilities.
71. In the one lesson observed teaching was very good because of an exciting pace established, the use of good resources including computers and the strong subject knowledge of the teacher. The pupils were very eager to learn as a result and achieved well. Pupils of all ages have positive attitudes to art work and the subject makes a good contribution to personal development, especially spiritual awareness.

Design and technology

72. There was insufficient evidence to make overall judgements on standards as little work had been undertaken at this stage of the term. All the work seen was at least satisfactory. The scheme of work indicates that all aspects of the subject are covered during the time in school. In Years 1 and 2, pupils had designed coats for Joseph using a variety of techniques including the use of information and communication technology. In Year 4 and 5 the pupils had made boxes in card and paper using intricate net designs making very good use of mathematical skills.

Music

73. Teaching and planning in music up to the end of Year 2 are good and consequently pupils are making good progress. All pupils have regular opportunities to sing, to compose and to appraise music. In Year 1, standards are good and pupils with special needs are included well. In both year Year 2, and I pupils give good suggestions as to the mood and the images the music conveys to them. Pupils in Year 1 have a good sense of rhythm and lower achieving pupils in Year 2 are starting to follow a written symbol. High attaining Year 2 pupils confidently identify a rest sign on a stave of music.
74. Listening to music is a regular planned experience for Years 3 to 6 and pupils in Years 3 and 4 have a good knowledge of instruments of the orchestra. Standards of singing by all ages in

assembly are good. This singing is sweet and tuneful and at times pupils sing a three part song successfully. The players of the recorder and percussion, who are taught in lunchtime clubs, make a significant contribution to the assemblies and the singing. No music is played as pupils enter or leave the hall for assembly. During the inspection pupils were learning Christmas songs and listening to music by Mozart. The school has a choir, three recorder groups and provides instrumental lessons in violin, 'cello and clarinet.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is broad and balanced.
 - The quality of teaching is good.
 - The scheme of work does not give enough guidance to ensure that pupils make all the progress they could.
75. By Year 2 standards are similar to those normally expected. There was no work observed for the older pupils in Years 3 to 6 but standards are as expected by Year 4. Achievement is satisfactory. Although much of the teaching seen was of good quality, the scheme of work is not specific enough to ensure achievement is consistently built upon and to support teachers with weaker subject knowledge. The subject coordinator is new to the post and is reviewing the schemes of work.
76. By Year 2, pupils move around the hall with a sound awareness of space and good control of their own bodies. Pupils with special educational needs for emotional and behavioural difficulties are well supported by the clear guidance given by the teacher. The pupils are very active. Many pupils do not appear to be naturally fit but improve their stamina through the demands of the lessons. The pupils in Year 1 show some poor social skills and the teacher is very effective at encouraging pupils to mix and work together. All teachers apply firm but positive discipline and maintain a good pace to the lesson to keep pupils motivated. As a result, pupils make good progress in their personal development during these lessons. They have positive attitudes and most work hard. The teachers make good use of other pupils to demonstrate good quality work, although the scheme of work for gymnastics does not contain suggestions that could improve the precision and accuracy of pupils' movements.
77. Pupils achieve well in dance in Year 3/4 because the teacher is enthusiastic and knowledgeable. She demonstrates movements well and closely monitors pupils' progress. Most pupils create strong spiky movements and contrast these with flowing, calm ones. The most able demonstrate a good understanding of how to improve movements by stretching out and pointing their elbows. They do not vary the levels of their movements significantly.
78. The quality of teaching and learning is good. Teachers make good use of pupils to improve the quality of work. They use poetry and music well to stimulate ideas. There is not enough concentration on developing a useful vocabulary for physical education and pupils are not always encouraged to comment on how they could improve their own work. The teachers are enthusiastic and maintain a good pace in lessons. Teachers place a good emphasis on safety in lessons and the value to health of physical activity.
79. There are limited grassed areas for the pupils and attempts to use the local park have been restricted because of dogs fouling the area. Parents would like to see better outdoor facilities. However, the pupils do participate in a full range of games activities and take part in inter school sports events as well as annual sports days. The pupils go swimming and largely attain the expected level. The resources are satisfactory overall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The pupils' personal development is central to the aims of the school.
- Spiritual awareness is developed well through religious education and Collective Worship.
- The overall planning for personal development is not yet well established.

Commentary

80. The school places significant importance on developing the personal well-being of all pupils and this is a key feature of the aims and purpose in the school brochure. All staff act as good role models to the pupils being polite, friendly and positive. They encourage pupils to work together have a pride in themselves. The parents expressed strong and positive views that pupils of all faiths and cultures were equally encouraged and supported in personal development.
81. An awareness of healthy living is taught through the personal, social and health education programme. The pupils learn about basic hygiene and health, such as cleaning their teeth in Year 2, through imaginative and interesting activities often linked to other subjects. They learn about the importance of healthy eating and experiment in designing balanced meals. Older pupils learn about the dangers of alcohol and drug abuse. There is an appropriate programme of sex education. The school makes full use of support services such as the school nurse.
82. The teachers encourage pupils to talk about their emotions and concerns. They give the pupils useful techniques to explore their ideas, such as games involving passing a familiar toy around and speaking only when they have the toy. In Year 2, the teacher encouraged pupils to speak but was very sensitive to those who felt unable to. There is now a planned programme of activities to allow pupils to discuss and explore many different areas of importance to them, but this is not yet fully established. The school is at an early stage of developing a programme for pupils to learn about citizenship.
83. The impact of this work is good as the self-esteem of pupils of all abilities is high by Year 6 and they feel confident to express their thoughts and emotions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
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	3
The quality of the school's links with the community	5
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
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).