

INSPECTION REPORT

STADHAMPTON PRIMARY SCHOOL

Stadhampton, Oxford

LEA area: Oxfordshire

Unique reference number: 123030

Headteacher: Mrs J Rayment

Lead inspector: Mr J Heap

Dates of inspection: 12 – 13 January 2004

Inspection number: 258001

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 5 to 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 70 |
| School address: | Cratlands Close Stadhampton Oxford Oxfordshire |
| Postcode: | OX44 7XL |
| Telephone number: | 01865 890 370 |
| Fax number: | 01865 8980 105 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr P Howden |
| Date of previous inspection: | 27 April 1998 |

CHARACTERISTICS OF THE SCHOOL

Stadhampton primary school caters for pupils between the ages of four and eleven. It is situated in the village of Stadhampton which is about seven miles from Oxford. This is a well below average-sized primary school in England with 70 pupils on the roll: 39 boys and 31 girls. The roll will increase by a further 10 pupils in the summer term. Children arrive at school reflecting the full range of attainment levels but, overall, the attainment on entry is broadly average. Pupils are organised into three classes and all of them have more than one year group. Most pupils come from the local village and surrounding rural area and there are few signs of deprivation. Housing ranges from local authority estates to private dwellings. It is a school with relatively low pupil and staff mobility. Most pupils are white with a very small minority from mixed race heritages. There are no pupils entitled to free school meals, which is well below the average. Thirteen per cent of pupils are on the list of special educational needs, the range of needs include specific, moderate and severe learning difficulties, behaviour and communication impairment. This is below the national average. There are no pupils with statements of special educational needs. The school has received the following awards:

- Achievement award. (2002)
- Investor in people. (2001)
- International School Award. (2003)

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------|----------------|--|
| 18824 | J Heap | Lead inspector | English Design and technology Information and communication technology Music Religious education Areas of learning in the Foundation Stage English as an additional language |
| 9334 | J Mynett | Lay inspector | |
| 30717 | G Tompsett | Team inspector | Mathematics Geography History Physical education |
| 23009 | A Hogbin | Team inspector | Science Art and design Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with some very good features. The judgement is similar to the last inspection and is supported by the views expressed by parents and pupils. Teaching and learning are good and this leads to attainment that is above average and to good achievement across the school. The headteacher provides good leadership and management for the school. The school gives good value for money.

The school's main strengths and weaknesses are:

- pupils have very good attitudes and relationships and they behave well, owing to the very good provision for spiritual, moral and social development;
- pupils with special educational needs achieve well because of the very effective support that they receive;
- this is a very caring school that keeps an effective check on the needs of its pupils;
- links with parents and the community are very good and boost pupils' learning;
- attendance is well above average;
- the outdoor provision for children in reception is unsatisfactory;
- the development of pupils' library skills is unsatisfactory;
- the governors are not sufficiently independent in their checking and evaluation of provision.

Improvement since the last inspection is good. The school has maintained the strengths identified in the last report and improved the key issues. For example, there has been good improvement in the provision for information and communication technology. There has also been a sound improvement in the planning the school does to ensure that pupils are appropriately challenged. There has been very good improvement in the provision for multicultural development.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Owing to the small number of pupils in year groups, caution is needed in interpreting data in the table above as the scores of individuals can often distort overall results. For instance, the downturn in results was caused by much higher levels of special educational needs in 2003.

Overall, pupils' achievement is **good**, including those with special educational needs. Throughout the school, pupils from ethnic minority backgrounds achieve at the same level as their peers. Children enter the school with broadly average standards, particularly in literacy, numeracy and social development. Owing to there being so few children it is not possible to make a secure judgement about standards in reception. In Years 1 and 2, pupils achieve well and by the age of seven standards are average. By the end of Year 6, the trend in national test results are above average and the pupils achieve well. The work in books is above average. Targets set by the school are challenging but achievable. In 2002 and 2003, the results of national tests at age seven showed boys attaining better than girls. In the tests at 11, there are no significant differences in the attainment of girls and boys in 2003. The school puts a lot of emphasis on the teaching and learning of basic skills and the standards are mainly high enough. The exception being the unsatisfactory library skills in Years 3 to 6. Standards in information and communication technology and religious education are above average at the age of 11.

Overall, pupils' personal development is very good and this matches the overall judgement in spiritual, moral, social and cultural development. Pupils have very good attitudes to school and study and their behaviour is good.

QUALITY OF EDUCATION

Overall, the quality of education is **good**. Teaching and learning are **good**. The best teaching was observed in Years 3 and 4. Particular strengths include high expectations and challenge, the good use of learning resources and the insistence on high standards of behaviour. Pupils are encouraged to have a go and, as a result, they enjoy their lessons. There is strong teamwork. In Year 6, the pupils occasionally become distracted and lose concentration. Assessment in English, mathematics and science is good and plays a significant role in the raising of pupils' levels of attainment. For example, the school identified weaknesses in the science teaching at Year 6 and a specialist has been appointed with good results. However, pupils are sometimes given insufficient challenge, for instance, higher attaining pupils in writing. The school has recognised this and plans are in place to resolve this soon.

Overall, the curriculum is good. It is strongest in Years 1 to 6 where there have been significant improvements since the last inspection. Pupils benefit from the very good programme of enrichment, such as visits and visitors. In reception, the provision for outdoor play is an area for improvement. Pupils with special educational needs are very well catered for and this is a major reason why they are doing increasingly well in national tests. The quality of care is very good and pupils forge very good and trusting relationships with adults. Links with parents, community and other schools and colleges are very effective.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The headteacher provides good leadership. She very clearly articulates her vision for the school and has successfully managed to bring about success in standards and in the caring aspects of the school. The senior staff member provides good support in many areas. Subject coordinators work very hard and make an impression on the work in their subjects. The work of the governing body is satisfactory and governors have a clear view of the school's strengths and weaknesses owing to the detailed information they get from the headteacher on a regular basis. However, their checking and evaluating of provision is not sufficiently independent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school. Parents are particularly happy about the quality of teaching and leadership of the school.

IMPROVEMENTS NEEDED

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

- improve outdoor provision for children in reception;
- improve pupils' library skills in Years 3 to 6;
- increase the governors' independence in their checking and evaluating of provision .

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good**.

Main strengths and weaknesses

- By the age of 11, standards are above average in English, mathematics, science, information and communication technology and religious education.
- Good standards and achievement in swimming.
- Most pupils have secure basic skills in English and mathematics by the age of seven.

Commentary

- 1 Owing to the small number of pupils aged seven and 11 it would be inappropriate to look at percentage proportions of pupils' attainment in national tests. This is because each pupil would equate to as much as 14 per cent and would give an unclear comparison with schools where there are many more pupils.
- 2 However, some guidance and analysis is possible when looking at the trends in results over the last three years. By the age of seven, results in reading and writing exceeded the national average by about the same amount. Results in mathematics fell below the national average. Boys do better than girls in reading, writing and mathematics. The average point score trend is in line with the national picture.
- 3 By the age of 11, standards in English, mathematics and science exceeded the national average. In general, there is little difference in the attainment of boys and girls. In the 2003 national tests, standards appear to be significantly worse than the average over the three year span. This means that overall, the trend in results is similar to that of the national trend. The average points scores were below national averages, but account needs to be taken of the small numbers overall and the larger than usual number of pupils with special educational needs.
- 4 Evidence from the inspection shows that:
 - standards at the age of seven are average in reading, writing and mathematics;
 - standards at the age of 11, are above average in English, mathematics and science;
 - pupils' achievement at seven and 11 is good, including those with special educational needs and those from ethnic minorities.
- 5 In English, seven year olds have sound speaking, listening, reading and writing skills. Higher attaining pupils achieve more in all aspects, but particularly in reading and writing. They are going beyond the good basic skills seen with most pupils, particularly in the breadth and quality of their reading and writing. By the age of 11, speaking, listening, reading and writing skills are good. Higher attaining pupils show commendable control when leading groups of pupils in discussion, because they are good listeners and talk sensibly. Their reading is expressive and very accurate and their writing is mature.
- 6 In mathematics, most seven year olds have secure skills, knowledge and understanding in number, measures, data handling and working on simple investigations. By the age of 11, good standards have been developed on the firm foundations laid in earlier years. This is particularly noticeable in number work. The school has set challenging, but realistic targets for attainment in this year's national tests.

- 7 In science, standards are average at the age of seven and achievement is satisfactory. Pupils have sound knowledge of aspects covered, such as life and living things, materials and physical processes. By the age of eleven, pupils are taught well by the specialist teacher and this means that achievement is good. Higher attaining pupils are challenged and they achieve very well. Attainment is further developed by very good links with mathematics, such as the making of line graphs to record heart rate. Practical/investigative work is included in most areas of work and pupils reach average standards.
- 8 Standards in information and communication technology are average by the age of seven. Pupils have good word processing skills, but they do not save their own work. They recognise that technology can be used in a variety of ways and in a range of subjects. By the age of 11, standards are above average and achievement is good. Pupils are confident and skilful when using technology in a range of applications, such as desktop publishing, spreadsheets and finding information.
- 9 In religious education, seven year olds have standards that match the requirements of the locally Agreed Syllabus. Pupils have good knowledge of Jesus and are developing their understanding of Judaism through the study of Sukkah. By the age of 11, standards are above the expectations of the locally Agreed Syllabus and achievement is good. Pupils have successfully developed their knowledge of Christianity and Judaism, and are beginning to know about Islam. Pupils have a good insight into the similarities found in these religions, most noticeably the symbolism in festivals.
- 10 By the age of seven, standards are average and achievement is satisfactory in geography and history. There is not enough evidence to make secure judgements in art and design, design and technology, music and physical education. By the age of 11, standards are above average and achievement is good in history and music. There are average standards in geography. There is not enough evidence to make secure judgements in art and design, design and technology and physical education.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal development are **very good** and their behaviour is **good**. The provision for their spiritual moral, social and cultural development is **very good**. Pupils' attendance is **very good**.

Main strengths and weaknesses

- Pupils behave well and show positive attitudes both in lessons and other activities.
- Relationships are very good between staff and pupils and amongst the pupils themselves.
- The school provides valuable opportunities to help pupils develop their confidence, their ability to reflect and their willingness to take responsibility.
- Overall, the provision for pupils' spiritual moral, social and cultural development is very good. Attendance is well above average and punctuality is good.

Commentary

- 11 Pupils have very positive views about the school. Parents are particularly pleased that their children are happy and enjoy school, love learning and behave well. They feel that the teachers' high expectations encourage their children to work hard and achieve their best. As a result, they are developing confidence and make good progress. Pupils are very enthusiastic about their school. They like the smallness of the school where *'everybody knows each other'*. They find the lessons *'fun'* and the teachers *'friendly and nice... they help you'*. The behaviour of pupils is generally good both in lessons and around the school. Pupils respond very well to the reward system and feel it motivates them to work hard and behave well. Harmony is a strong feature of the school and there is little evidence of bullying or oppressive behaviour. Pupils know who to go to if they have a problem and feel certain it will be sorted out. Older pupils are very caring of the younger ones.

- 12 Pupils value and respect others and know right from wrong. Provision for spiritual development is very good. The approach to ‘values education’ is firmly established in the school’s culture and helps to develop pupils’ self-knowledge and spiritual awareness. This is consistently promoted each week, especially during assemblies and circle time. Pupils feel the work on core values is ‘important to them’. Moral development is very good. They have helped to develop their own class rules and codes of conduct and are fully aware of how their actions affect others. Pupils gain an awareness of others less fortunate than themselves through their support of charities. The good behaviour of pupils in and around the school is a result of their developing self-discipline. There has only been one pupil excluded recently from school. This was for one day as a result of persistent abuse and unacceptable behaviour.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 66 | 1 | 0 |
| Mixed – White and Black Caribbean | 2 | 0 | 0 |
| Mixed – White and Asian | 2 | 0 | 0 |

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

- 13 Social development is particularly well developed and results in constructive relationships being forged between both staff and pupils and amongst the pupils themselves. This promotes a good working environment and makes a positive impact on achievement. Pupils accept responsibility readily and complete any tasks they have been given conscientiously. Everybody in Year 6 has additional responsibilities including looking after the library, running lunchtime clubs or acting as ‘wellie monitors’.
- 14 The school has improved its provision in promoting an awareness of their own and others’ cultures since the last inspection. This is now very effectively fostered through a range of curriculum developments, projects and visitors. The award last year for outstanding development of the international dimension to the curriculum was a result of very effective links and collaboration with schools in Spain, Portugal and Poland. Pupils spoke enthusiastically about a special focus week on Kenya enabling them to explore the rich diversity of African music, dance, stories and art.
- 15 Pupils are happy to come to school and are eager to learn. Attendance is very good and well above the national average with no unauthorised absences. Most parents bring their children to school punctually in the mornings and lessons start on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, provision is **good**. Teaching and learning are **good**. The curriculum is good. Care and welfare are **very good**. Links with parents and the community are **very good**.

Teaching and learning

The **good** quality of teaching enables pupils to achieve well.

Main strengths and weaknesses

- Higher proportion of very good teaching.
- Strong emphasis on teaching basic skills in English and mathematics.
- The appointment of a specialist is improving standards in science.
- The teaching of pupils with special educational needs is good.

Commentary

Summary of teaching observed during the inspection in 16 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 4 | 7 | 5 | 0 | 0 | 0 |

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

- 16 The overall picture is similar to that of the last inspection, with all lessons judged to be at least satisfactory. However, there is an increase in the proportion of very good lessons. This improvement is commendable given the significant changes this year, with all teachers changing from the classes they had taught previously. The headteacher provides a good role-model for colleagues. The appointment of a specialist to teach music and science has been successful and standards are rising. Pupils thoroughly enjoy these lessons.
- 17 The most consistent high quality teaching is in the Year 3/4 class where the main strengths include:
- very good planning that stresses the importance of catering for pupils at all levels of attainment, for example in the history lesson extension work was set for the highest attaining pupils;
 - very good class management that promotes hard work and good behaviour. In the personal, social and health education lesson this strong management meant that discussion was good and varied and all pupils could respond to the probing questions;
 - very good use of resources and the development of a good working atmosphere allow pupils to develop their ideas and try them out practically. This was clearly seen in a science lesson where mixtures needed separating. Pupils worked well together and they were kept on track by calm, friendly questioning such as 'What do you notice?'
- 18 All of the teachers have good subject knowledge in English and mathematics. They expect a lot from the pupils and this is made clear in the good marking. In return pupils work hard in these subjects and their workbooks show a good level of performance and a lot of work is completed. The school recognises that the highest attaining Year 6 pupils could achieve more in writing, and there are appropriate plans to resolve this.
- 19 Basic reading skills are taught particularly well. In the infants, the emphasis on learning letter sounds gives pupils the skills and knowledge to confront new words that they meet with great confidence. The teaching of reading is also very well supported by the large and varied book stock. Pupils develop good attitudes about reading and their expressive skills are very well

developed through the school. The library skills of average and lower attaining pupils are not fully developed and secure, mainly because the siting of the library has been inadequate and its place in the old kitchen has not fostered good use. This will be resolved when the new extension has been built.

- 20 In science, the school recognised that standards in Year 6 could be higher and appointed a specialist to raise expectations and challenge. The workbooks provide good evidence that standards are rising. The strengths in this work are very good planning, effective use of information and communication technology and very good subject knowledge. In the science lesson in Year 5/6 the highest attaining pupils achieved very well because:
- they were challenged by the scientific task;
 - they worked extremely hard;
 - they broadened their experience and influence by leading groups.
- However, the other pupils achieved soundly because they were not fully concentrating and found it difficult to work quietly in groups. The fact that this class has three teachers is a significant factor in this shortcoming, because teachers work in different ways and it is difficult for the pupils to get used to the various methods.
- 21 Teaching of pupils with special educational needs is good. Teaching assistants are well used to administering individual programmes in sessions that are conducted away from the classroom. Classroom lessons are well matched to their needs. Teachers have good knowledge of special needs matters through regular training and they devise high quality individual education plans. The assessment of pupils with special educational needs is rigorous and thorough and leads to good quality individual plans being made, which are regularly reviewed. These are used very well as a basis for planning in daily lessons and sessions where pupils are taught outside of the classroom.

The curriculum

The curriculum provided by the school is **good**.

Main strengths and weaknesses

- The curriculum meets the diverse needs of all the pupils.
- The provision for personal social and health education is very good.
- The provision for pupils with special educational needs is very good.
- The provision of activities beyond the classroom is good.
- The accommodation for outdoor activities in reception is unsatisfactory.

Commentary

- 22 Since the last inspection, the school has improved the overall curriculum and, in particular, the provision for information and communication technology. Areas of improvement since the last inspection include:
- the good implementation of the national strategies for the learning of numeracy and literacy;
 - the use of information and communication technology as an aid to learning throughout the curriculum;
 - the very good provision for personal, social and health education has helped to strengthen behaviour, attitudes and relationships.
- 23 The curriculum is broad and balanced and meets all statutory requirements. All subjects of the National Curriculum are taught. French, which does not have to be taught until Year 7 is also part of the timetable for all classes, this enhances the overall curriculum. There is a thorough curriculum map that details all aspects of each subject where they are taught and when. Consequently, pupils do not repeat lessons unnecessarily. This provision is being regularly and systematically evaluated for its effectiveness. Planning includes references for

both pupils with special educational needs and those who are the highest attainers. There is now a need to evaluate the science scheme of work to ensure that all pupils make appropriate progress, particularly the highest attaining pupils.

- 24 Opportunities for enrichment such as clubs are well attended. For example, most major sports are being well catered for through teaching and out of lesson clubs and this is a growing area. The school has been very successful in competitive fixtures and more are planned. Pupils benefit greatly from this involvement, enjoy the opportunities and their personal and social development is strengthened.
- 25 Overall, the level of resources is satisfactory. However, some areas are good, for instance:
- physical education;
 - reading books in English;
 - mathematics;
 - history.
- Accommodation is good externally. There are significant strengths in the size of the fields that support work in several areas of the curriculum and the outdoor swimming pool that helps to ensure the achievement of national standards by the age of 11. However, the absence of a covered area for reception children restricts their programme of outdoor work when the weather is bad. Whilst there is an adequate match of staffing to the needs of the curriculum, the recent appointment of a science specialist is improving standards and expertise. The school has sufficient teacher assistants in most classes, who are trained, perceptive and supportive.
- 26 The provision for pupils with special educational needs is very well developed. The new code of practice is very well implemented. Individual education plans are high quality. Very good use is made of information and communication technology to match work precisely to their needs, most particularly the highly beneficial laptops.

Care, guidance and support

Systems to ensure pupils' health, safety and welfare are **very good** and pupils are well supported during their time at school. Procedures to monitor and promote pupils' personal and academic development are also **very good**. Pupils feel it is a safe and happy school.

Main strengths and weaknesses

- This is a very caring school.
- Procedures to monitor and promote pupils' personal development are well developed.
- Good induction arrangements ensure pupils settle quickly into school.
- Pupils feel they are consulted and there is always someone they can talk to.

Commentary

- 27 The school provides a safe, caring and supportive environment where pupils can grow into happy and confident individuals. Parents value the small family community where teachers and support staff provide a safe environment for pupils, and the older pupils have a responsible attitude to the younger ones in their mixed aged classes. The overall provision for pupils' health, welfare and protection is very good and parents are very pleased that their children are well nurtured and supported. Arrangements for child protection and procedures relating to health and safety are securely in place with the conscientious governors taking their responsibility for health and safety issues seriously. The introduction of the youngest children into the school is well thought out and effectively implemented with very good links being established with the new on-site 'Little Bears' playgroup. Reception children settle in happily because of the very small numbers and the kind and caring way they are introduced to their teacher and classmates. The transition process to secondary school is also well managed to ensure pupils progress to the next stage of education as smoothly as possible.

- 28 Procedures to monitor and support pupils' personal and academic development support teachers very well in knowing their classes. Pupils regularly discuss their work with their classteachers and are involved in personal target setting. This helps to highlight areas they need to improve. The school has good systems in place that offer support and guidance for those pupils with special education needs and involves the various outside agencies as necessary. Parents speak very positively about the school and feel it treats pupils fairly.
- 29 Pupils are very happy and feel it is a very safe and secure school. They feel that staff know them well, and talk of having forged trusting relationship with an adult. Pupils are confident that they can turn to a member of staff if they have a problem or are unhappy and that issues will be dealt with swiftly. Opportunities to consult with pupils and to take their views into consideration are very effectively developed. Pupils take turns to be school council representatives and they spoke enthusiastically about the different things that had been implemented arising from their discussions. They feel this has encouraged them to be more responsible and given them a greater voice and involvement in the decision-making processes in the school.
- 30 There is good care for pupils with special educational needs that ensures a smooth transition between different stages of education which includes pre-school visits and close liaison with secondary schools.

Partnership with parents, other schools and the community

The partnership with parents, the local community, church and other schools is **very good** and continues to be one of the major strengths of the school.

Main strengths and weaknesses

- The school has developed a strong supportive parent body and actively consults them.
- Parents hold the school in high regard.
- There are very strong links with the church and local community.
- Parents offer valuable assistance to the school through the parent teacher association.

Commentary

- 31 The school's very close liaison with parents keeps them fully informed and provides them with many opportunities to become involved in their child's education both at home or in school. This is having a very positive effect on pupils' learning and their levels of achievement. Parents expressed a high level of satisfaction about the work of the school and talked about the school community being like an 'extended family'. The strong support is reflected in the fact that some parents have chosen to travel long distances each day to bring their children to the school. They think the school is very well managed and find the headteacher and staff highly approachable. However, a small number of parents expressed concerns about the degree to which they were kept informed about their child's progress or the number of formal consultation meetings with staff. The inspection team did not agree with these comments. Although there is only one formal meeting a year, the school operates an effective 'open door' policy and encourages parents to contact them if they want more information or there are any problems or concerns.
- 32 Information for parents is very good. The school web site and regular newsletters keep parents updated on different school activities and events. Curriculum information is shared with parents so they can see what is going on and help their children at home. Various events, such as plays and sports days are well attended by parents. Information evenings keep parents updated on new developments and important events. Parents receive good annual progress reports about their children. These clearly state what the pupil has covered,

and clearly indicates what they know, can do and understand as well as identifying targets for improvement.

- 33 The school is central to village life with many local people involved in school activities and attending functions run by the school. Villagers also hire the school hall for a number of evenings and weekend activities. Strong links with the church are fostered through church services and regular visits to the school by the local vicar who is also a governor. A number of local businesses support the school with occasional donations or gifts. Parents offer a great deal of support by listening to reading, helping out on trips or in the classroom and undertaking various tasks around school. Parents' help run after school clubs such as football, netball and cycling proficiency, whilst some parents train as lifeguards to enable the on-site swimming pool to be open in the holidays. The parent teacher association is run by an enthusiastic group of parents who organise a large number of social and fund raising activities each year, which raise significant funds for the school. This money has been effectively used to buy additional books and resources for the classroom; helped sponsor the activities during Kenya week and provided a small budget for the school council to spend.
- 34 Links with other schools are very good both on a management and an academic basis. There is an annual music workshop and sports programmes with neighbouring primary schools, and some joint staff development activities. Links with Icknield Community College are well developed and this is impacting on pupils' achievement. Opportunities offered include a science day, drama workshops, and a mathematics day for the 'more able' pupils. Curriculum links are also well developed which helps the pupils who transfer there in Year 7.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides good leadership and management that promote an effective ethos for learning. Teamwork is very good.
- The school has a good understanding of how well it is doing and what it needs to do to improve further.
- Key staff provide good support.
- Parents strongly support and have confidence in the leadership and management of the school.
- Financial management is good.
- The governing body is too reliant on the headteacher for monitoring and evaluation.

Commentary

- 35 The strengths identified in the previous inspection report have, largely, been maintained. School improvement has outstripped the demands of the previous inspection action plan. This is because the headteacher has improved her skills in:
- delegating areas of responsibility to colleagues and, in some cases, governors;
 - prioritising the work that is needed to be done to form a workable plan for improvement;
 - promoting change in the school.
- Her work in these, and other areas, is well respected by parents, staff, governors and assessors for the national leadership programme.
- 36 A crucial factor in the leadership and management of the school is the way that the headteacher has forged a team that is very effective. Parents at the meeting with inspectors praised this as a strength of the school. All staff know and understand the role they are playing and they are very knowledgeable about all of the pupils and the standards they achieve. Consequently, they are very quick to recognise shortcomings, for example:
- the lower than usual standards in Year 6 science;
 - the need to stretch further the highest attainers in writing.

As a result, the school employed a specialist to teach science in Years 5 and 6 and inspectors have found that this is highly successful. Furthermore, staffing will soon be increased further to promote higher expectations and standards in writing for the highest attaining pupils.

- 37 In addition, the headteacher has actively sought to improve pupils' personal development in two other areas:
- the achievement of the 'International School's Award' has meant that pupils' knowledge and understanding of other cultures is much better than at the time of the last inspection;
 - the effective promotion of 'Values education' has helped to improve attitudes and understanding in the school. Parents see this as a significant strength of the school. These initiatives, alongside the academic ones, have fostered an effective learning climate.
- 38 All staff accurately identify the standards in their subjects. This is possible because of improved checking of provision, the work in books and lessons and results in national tests. The information gained from these activities also provides a positive and helpful focus for the effective performance management and continuing professional development of staff. In addition, the school has helpful structures to support staff, such as:
- a useful staff handbook;
 - the consistent items on staff meeting agendas, such as health and safety, racial incidents, child protection and special educational needs.
- All of these factors illustrate a highly caring school and the very strong commitment to ensure all pupils benefit equally from what the school has to offer.
- 39 The governors, headteacher and bursar are absolutely clear that there is a need to budget prudently and regularly check on expenditure. This has been done over many years and means that the school has funds in hand to support initiatives such as raising standards and improving the premises. A good proportion of the present surplus is rightly earmarked for the imminent building work, particularly for developing the library. Money from grants is used well to improve provision.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 245,220 |
| Total expenditure | 217,521 |
| Expenditure per pupil | 3,246 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | 34,650 |
| Balance carried forward to the next | 27,698 |

- 40 The school has good procedures to ensure that it receives value for money when purchasing supplies and services. For example:
- the school uses the local authority purchasing and property maintenance departments to obtain competitive quotes for resources and work;
 - the school compares test results with other schools locally and nationally.
- 41 Overall, the governing body is highly supportive and enthusiastic. They have a satisfactory impact on the school and the strengths include:
- the appointment of working groups to do detailed work in areas such as finance, performance management and health and safety;
 - the appointment of governors with particular responsibilities such as special educational needs and race relations;
 - the checking of financial management.
- However, they are over-reliant on the input of the already heavily burdened headteacher. This is particularly so in the checking and evaluation of the school's work. They have not fully

made the link between the aims they have set for the school and the way that these aims ought to be used to evaluate performance.

- 42 Provision for special needs is very well led and managed by the coordinator who is also a special needs advisory teacher. The special educational needs governor is well informed and supportive.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

At the time of the inspection there are two children in the reception class, one of whom started school just one week before. Consequently, it is not possible to make secure judgements about attainment, achievement, teaching and learning.

Commentary

- 43 The intake of children into the reception class is carried out in three stages, according to their age. The oldest start in September and there are two further entries in January and April. The children are taught in a mixed-age class with pupils from Years 1 and 2. Levels of attainment vary from year-to-year with the full range represented.
- 44 The school provides a broad and balanced curriculum that is properly based on the government's guidance towards children's acquisition of Early Learning Goals. As a result, children have ample opportunities to experience relevant intellectual and physical activities. There is a good balance between teacher-led learning and activities where the children can make choices. Resources are adequate and interesting, particularly the reading materials. There are sufficient teaching and support staff. Leadership and management are satisfactory.
- 45 In **personal, social and emotional development**, children move around the school and between classroom activities with confidence. They have good levels of concentration when listening to stories. Children are friendly and polite and are forming good relationships with staff and the older pupils in the class.
- 46 In **communication, language and literacy**, children speak clearly and listen carefully. Their responses indicate that they understand most of what they hear. Children write their names and they know how to look at books and get clues from pictures and some simple words.
- 47 In **mathematics**, children count accurately to 20 and sequence written numbers to ten. They know number rhymes and recognise simple shapes, such as square and circle. The most mature child accurately matches numbers to objects and orders straws from shortest to longest.
- 48 In **knowledge and understanding of the world**, the children have a growing awareness of home and the school. They talk and draw about their Christmas experiences. They sit and use the computer adequately, once an adult has set-up for them. Their use of the mouse is good.
- 49 In **physical development**, children handle small objects with ease and control, as when they write their name or colour a picture. In the hall, they moved to the beat and the pace of the music. They clap accurately. Children run, jump and hop enthusiastically.
- 50 There is insufficient evidence to comment on **creative development**.
- 51 In the lessons observed the strengths in the teaching were:
- the high level of contact between adults and children, particularly in the literacy and numeracy lessons. This led to increased confidence for the children;
 - the very good relationships within the classroom meant that these young children were asked questions, which they answered;
 - the good balance between teacher-led activities and the child's own choice. However, even when it was choice the adults kept a close watch on what they were doing.

Overall, the teacher has a sound understanding of this stage in learning. Her management of the class is good and the children feel safe and secure. The present arrangements for outdoor provision are unsatisfactory because the area is not covered. Consequently, the children cannot use equipment when the weather is bad, such as the sand and water trays that are located outside.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the age of 11, standards are above average and achievement is good.
- Overall, the quality of teaching and learning is good.
- Leadership and management are good.
- Literacy is used well across the other subjects.
- Average and lower attaining pupils' library skills are not good enough.

Commentary

- 52 There has been good improvement in the provision since the previous inspection, particularly in writing. This is mainly due to the detailed and extensive work done by the school from 2001 – 2003 and supported by the local authority.
- 53 By the age of seven, standards are average. Pupils speak and listen well. They readily enter into discussions about a wide range of topics. Standards in reading are good and all pupils are accurate readers who understand the books at their level of expertise. Higher attaining pupils are very accurate, fluent and knowledgeable readers, who have a broad vocabulary. They express themselves very well when reading aloud. All pupils have good attitudes to reading. In writing, pupils are developing good basic skills of handwriting, spelling and punctuation. This owes much to the thorough teaching of these skills. Higher attaining pupils are developing neat, joined up handwriting, accurate spelling skills and a broad range of punctuation.
- 54 By the age of 11, standards are above average and achievement is good. Pupils listen well, talk confidently about their work, explain their ideas well and make good use of an increasingly broad vocabulary. Higher attaining pupils, in particular, listen well to others' views and express their opinions fluently. Good progress has been made in reading, to the extent that all pupils show, at least, good accuracy, fluency and understanding. Higher attaining pupils are very strong readers who have good library skills and knowledge. However, average and lower attaining pupils do not know enough about how to find information for themselves in the library. In the main, pupils have good attitudes to reading. In writing, all pupils are progressing well since September. The basic skills are good, with higher attaining pupils having joined, fluent and legible handwriting and accurate spelling and punctuation. However, the school recognises that these pupils need to be stretched further and clear plans are in place to achieve this. For example, giving these pupils more opportunities to analyse text and write their responses and in learning skills of synthesising information from a range of sources.

- 55 The main strengths in the teaching are:
- good teaching of basic skills throughout the school is leading to all pupils developing strong oral, reading and writing competence;
 - effective choice of resources that interest pupils and evoke strong reactions in the pupils. This is particularly true in the Year 5/6 lesson, where pupils identified the words that signified the movement from reality to fantasy in a story;
 - teachers have good knowledge and understanding of the subject and this leads to lively planning that has appropriate expectations of the pupils.
- 56 Very good relationships exist in the classrooms and pupils want to do well for their teachers. Marking is helpful and guides pupils towards improvement. The need for greater expectations of higher attaining pupils has led to plans for extra teaching staff in the Year 5/6 class. These plans are expected to become action later this term and the appropriate funds have been identified.
- 57 The coordinator gives clear direction to development and is successfully moving the subject forward in a methodical, planned way. The range of work in all of the aspects of the subject is good. Resources, particularly the book stock, are good. All staff make good use of the assessments of pupils' work to keep a close track on pupils' achievement and the progress they are making.
- Language and literacy across the curriculum.**
- 58 This is a good aspect of the school's work and there are lots of examples in books, and on display, of literacy skills being used to develop knowledge and understanding in subjects such as religious education and history.

MATHEMATICS

The provision for Mathematics is **good**.

Main strengths and weaknesses

- By the age of 11, standards are above average.
- Good teaching leading to good learning.
- Good evaluation of progress, achievement, standards and planning by the headteacher.
- Good management of the subject.
- Good levels of resources.

Commentary

- 59 The picture in mathematics is one of continuous and steady improvement since the last inspection.
- 60 By the age of seven, standards are average and pupils achieve well. This confirms the general picture in the national tests over the last three years, where the trend in the school's results is in line with the national trend. Most pupils have secure levels of attainment in number, measures, data handling and investigations. By the age of 11, standards are above average and pupils achieve well. This is much better than the results of the 2003 national tests. However, that year group had 30 per cent of the pupils with special educational needs. Pupils have good number skills, including accurate knowledge and understanding of positive and negative numbers. It is clear from pupils' books that they have built successfully on the basic skills developed earlier in the school. The high targets for this year's national tests look to be realistic and achievable.

61 In the best lessons, good teachers:

- show strong subject knowledge;
- plan well for pupils with varied levels of maturity and attainment;
- provide the pupils with the correct subject vocabulary.

This leads to pupils who are very well motivated, work quickly and accurately and are challenged to move onto the next level of learning. Consequently, all pupils make good progress, including those with special educational needs and those who are higher attainers. In the two good, well prepared and planned lessons observed, the high expectations of teachers ensured that no pupils went off task. As a result, they worked hard and achieved well. In the other satisfactory lesson the work was occasionally not suitable for all abilities, especially the higher achievers, and consequently they were not always challenged sufficiently. The quality of marking seen was good as it contained many positive and constructive comments for the pupils to know how to improve.

62 The coordinator is enthusiastic and works hard. She has successfully fostered a consistent approach to the teaching across the school. Good thorough and regular assessments are made with good analysis of trends. These are used effectively to inform or amend future planning and set targets for the pupils to achieve. The standards of teaching and pupils work are well evaluated by the co-ordinator and headteacher. The level and use of resources has improved. The use of information technology in mathematics was an issue at the last inspection; this is an area which has also improved.

Mathematics across the curriculum

63 There is some evidence of work and planning that has gone into the teaching of Mathematics across the whole curriculum, for example in science and design and technology. However, this is an area that could be developed further.

SCIENCE

No teaching was seen in Years 1 and 2, but pupils' books, photographs of their previous work, planning and assessment documents were analysed.

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good in Years 3 to 6, leading to good achievement and above average standards.
- Curriculum enrichment is good.
- Pupils do not yet apply their scientific knowledge creatively in investigations.
- The programme of study needs revising to be more helpful to teachers in their planning, particularly the use of information and communication technology.

Commentary

64 The standards seen were average in Year 2 and above average in Year 6. Achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. This continues the trend for recent years, which was broken last year when no pupils attained above average levels in either year group. Although all Year 6 pupils reached the nationally expected level, proving the success of the booster classes, none had sufficient skill in applying their scientific knowledge to gain higher levels in the national testing. There is no indication currently of pupils reaching above average levels in Year 2.

65 Teaching in Years 3 to 6 is good and in Years 1 and 2 it is satisfactory. Teachers throughout the school encourage pupils to investigate and think about science in an enquiring way. However, until recently, they have not focused on teaching pupils how to draw on their

knowledge from across the programme of study when making predictions and setting up experiments. In Years 1 and 2 there is insufficient difference in scientific demands placed upon the different year groups, which prevents the higher attaining pupils reaching higher levels. The science coordinator and a newly appointed science specialist teach Years 3 to 6. Very good teaching was seen in a lesson for a Year 3/4 class when pupils achieved very well and were excited in finding out how to separate solids from liquids. The lesson was successful because it was very well planned, the teacher had very good knowledge and enthusiasm herself which enabled her to question, assess and move pupils on at a good pace, constantly challenging their ideas to make them think at greater depth. This quality was also seen in the teaching in a Year 5/6 class, which enabled pupils with the highest prior attainment to achieve very well. However, the majority did not fully concentrate within the groups, partly because they are unused to working in this way, and partly because the specialist teacher only takes the class for a limited time each week and so cannot establish her behaviour expectations sufficiently. Therefore these pupils did not achieve as well as they could. The marking of pupils work in Years 5 and 6 is exceptionally good and it is evident that pupils respond positively to this, which helps them improve further. Homework set in Year 5/6 is interesting and well used to extend classroom learning.

- 66 All pupils benefit well from the science events held for them at school and outside visits which are planned to extend their classroom experiences. Taking part in the 'Bug Quest' competition held by Oxford University enabled pupils to visit the university's natural history museum and work with a science professor which raised their interest and expertise in insects to a high enough level to win the competition and gain a report in the national press. The programme of study does not identify opportunities to use information and communication technology, or give teachers an indication of what level to pitch their teaching to ensure all pupils work at an appropriate National Curriculum level. The school has recognised this and plans are in place to remedy the situation. Improvement since the previous inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Although only one full lesson was seen during the inspection, the use of information and communication technology was a part of several lessons. Judgements are based on these observations, discussions with pupils and staff and viewing records and files of pupils' work.

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

Main strengths and weaknesses

- By the age of 11, standards are above average and achievement is good.
- Increased confidence shared by staff and pupils.
- Good leadership and management.
- The wide range of use across other subjects.

Commentary

- 67 There has been good improvement in this subject since the last inspection. The main improvements are:
- much greater use of information and communication technology skills to support learning in other subject areas;
 - the increase in the time spent on using computers;
 - the greater integration of computers into teachers' classroom organisation.
- 68 By the age of seven, most pupils use a range of software independently, such as finding information from a CD ROM in humanities. They use the mouse confidently and when writing a story show good typing, amending and retrieving skills. However, they do not save

their work and this is an area for development. They are aware of uses in other areas of the curriculum, such as mathematics and art.

- 69 By the age of 11, pupils are skilled in using a wider range of software, for example in desktop publishing. They are skilled at combining different functions, such as word-processing and draw/paint programs to produce decorated text. Pupils discuss confidently work they have done on spreadsheets and in using logo. Information retrieval from CD ROMS and the Internet is good.
- 70 In the one lesson seen in the Year 5/6 class, the quality of teaching and learning was good. The strengths of the lesson were:
- confident and clear instructions about how to produce shapes on the screen and their arrangements to form a 'picture';
 - good use of the interactive whiteboard to illustrate skills and expectations. Unsurprisingly, pupils also used this resource well when asked to do so;
 - high expectations of pupils, particularly their accurate use of the computer functions and the level of discussion and evaluation.
- The computer is used well in all classrooms as a resource to develop skills, knowledge and understanding in a range of subjects. Teachers and classroom assistants regularly check the work of pupils and provide guidance where needed.
- 71 The coordinator provides valuable advice and support to colleagues and has raised the profile of the subject well. The curriculum is broad and balanced and resources are adequate.

Information and communication technology across the curriculum

- 72 An indication of the growing confidence and improving standards in this subject is the good use of computers and other technology across a range of subjects. For example:
- in religious education, pupils found a 'Lent Puzzle' on the appropriate home page and used a graphics program to show a floor plan of a church;
 - in art and design, younger pupils produce work to illustrate topics such as 'my house';
 - in mathematics and science, pupils convert data into line and block graphs;
 - in English, pupils review, evaluate and modify their writing; they produce advertisements and write letters and e-mails.

HUMANITIES

Religious education

Although only one lesson was observed, there is ample evidence in pupils' books and other sources to make an overall judgement about provision and standards. No overall judgement is made about teaching.

Provision in religious education is **good**.

Main strengths and weaknesses

- By the age of 11, standards are above expectations and achievement is good.
- The teachers have high expectations.
- Leadership and management are good.

Commentary

- 73 The school has made good progress since the previous inspection. Standards are a little higher by the age of 11 because there has been a further broadening of pupils' knowledge and understanding of religions other than Christianity.

- 74 By the age of seven, standards are in line with the expectations of the locally Agreed Syllabus and achievement is satisfactory. In their work about Christianity, pupils know about the life of Jesus and write simply about complex matters, such as the resurrection. Through their close links with the local vicar they have opportunities to frame and ask questions about her work; for instance, relating to her pastoral role with the sick and what she does at Christenings. Pupils also learn about Judaism, but most strikingly they compare their life experiences with those of Jewish people during Sukkah.
- 75 By the age of 11, pupils' achievement is further developed by the wider range of work covered. In addition to increasing their knowledge and understanding of Christianity and Judaism, they now learn about Islam. In their work on Christianity, pupils learn about the importance of imagery, particularly the attention paid to food and light in festivals such as harvest. They also know more about churches and the primacy of a cathedral. There is also an important input here from information and communication technology, with the study of the 'virtual' Chester cathedral. Good similarities are identified with festivals in Judaism and Islam.
- 76 In the good infant lesson the focus was on comparing the importance of light in festivals from Christianity, Judaism and Hinduism. The strengths of the lesson include:
- good recap of pupils' prior learning which showed the Year 2 pupils have good recall of the core beliefs surrounding Christmas and Divali;
 - the use of very helpful artefacts, such as the Jewish menorah and from this appropriate links could be made with the advent calendar;
 - the effective rewriting by the teacher of the complex story of 'Judah saves the Jews', which meant that pupils could follow the story closely.
- The evidence in pupils' books is that the amount and level of work is good and challenging. In the infants, the work is shaped by prepared worksheets, but there are ample opportunities for pupils to write at sufficient length. The subject provides adequate opportunities to develop and use literacy skills. The subject makes a significant contribution to spiritual, moral, social and cultural development, particularly spirituality.
- 77 The coordinator has a good understanding of standards in the school because of effective informal monitoring. The curriculum is broad and balanced and meets the requirements of the locally Agreed Syllabus.

History

The provision in history is satisfactory.

Main strengths and weaknesses

- Good teaching observed.
- Pupils have good levels of historical knowledge.
- Good cross curricular links seen in planning and teaching.
- Good levels of historical resources.

Commentary

- 78 The school has maintained the standards of history seen at the last inspection. From the lesson on history observed, the analysis of the pupils' work and discussions with pupils and teachers it is evident that the pupils make good gains in their learning of historical events, the lives of people in the past, the reliability of evidence and a sense of time. The one lesson seen on the Spanish Armada was very good, it moved at a good pace, the pupils were very well motivated to compare today with their history and were given a good sense of time and chronology. Their knowledge of the background of the Tudor times was quite extensive. The teachers have high expectations of pupils' work and behaviour and these are achieved. Links between history and other aspects of the curriculum have been well developed; examples were seen in design and technology, art and design, geography, maths and information

technology. The planned pattern of visits and trips to enrich the history teaching are very effective as they greatly enhance the pupils' learning and knowledge. The good quantity and quality of historical artefacts are very well used to enrich the pupils' learning.

- 79 In **geography**, owing to the nature of the timetable no lessons were seen, so no judgement can be made on teaching and learning. From previous work seen it is evident that there is satisfactory coverage of the curriculum and that all pupils make satisfactory progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 80 In **music**, no overall judgement about provision, teaching and learning can be made because only one lesson was seen in the Year 5/6 class. Furthermore, it is not possible to judge standards and achievement at the age of seven. However, attainment and achievement of 11 year olds are judged on the basis of the lesson seen, discussions with staff and pupils and the analysis of teachers' plans and pupils' work.

- 81 Standards are above average at the age of 11 and achievement is good. Most pupils couple 'fast food raps' that are notated with conventional symbols. They use appropriate information and communication technology programs to introduce special musical effects into their stories. Pupils are beginning to learn the letter names of notes and recognise the five note (pentatonic) scale. All pupils have composed a tune using appropriate software.

- 82 In the very good lesson observed the teacher made high quality links with pupils' work in science and literacy. The theme being space, the pupils were asked to listen to music from the 'Mars Suite' by Holst. Particularly strong elements were:

- the excellent choice of music which highlighted mood, tone and the variety of instruments. Most pupils showed that they have the language to express their views about changes in mood and the knowledge to recognise the variety of instruments;
- the comparison with a contemporary 'space' song by David Bowie brought about good discussion relating to styles in different eras. Pupils also know about the use of electronic means to produce music in modern pieces.

- 83 The coordinator ensures that music retains the high priority in the school that was recognised in the previous report. The curriculum is broad with good opportunities to learn about the traditions of music from other continents, such as Africa. Resources are adequate and used well.

- 84 In **art and design** the work was sampled. No lessons of art could be seen, but work on display and the school's photographic record was studied. The curriculum provides a strong focus on developing pupils' appreciation of art from other cultures as diverse as Japan and Mexico. The occasional workshops led by artists in residence, local artists and an annual art day led by teachers in training inspire pupils to try different styles and mediums, enrich the curriculum very well, and result in high standards of work and interest by pupils. The new art club is enabling pupils with a particular interest in art to expand their skills well.

- 85 In **design and technology**, owing to the nature of the timetable no lessons were seen, so no judgement can be made on teaching and learning. From previous work seen it is evident that there is satisfactory coverage of the curriculum and that all pupils make satisfactory progress.

Physical education

- 86 It was only possible to observe a very small proportion of the curriculum in two lessons. Consequently, no judgements are made about standards, achievement, teaching and learning. From discussions with the teachers and pupils and the lessons seen all the pupils enjoy their physical education and make good progress in the necessary skills. The good provision for extra-curricular clubs, visitors and activities greatly enhances the curriculum.

The school reports that all of the pupils who go swimming achieve the national target of 25 metres by Year 6. The school offers the whole physical education curriculum, with a residential visit that includes outdoor activities. With the dance sessions led by visitors from overseas the subject makes a good contribution to the pupils' knowledge of other cultures. The teaching and learning seen was good overall. The good level of accommodation, equipment and facilities enhance pupils' progress and achievements. The subject has made sound improvements since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Teachers provide excellent role-models for pupils in relation to courtesy, valuing the opinions of others and cooperation.
- The focus of work on values and international understanding has improved the ethos of the school and pupils' personal development.

Commentary

- 87 At the core of this work is the school's view that pupils develop best in a climate of praise, support and positive encouragement. This is practised by the headteacher and governing body in their relations with staff and the same ideals form the basis of the very good relationships with pupils. Opportunities for pupils to value others and cooperate are prevalent in many lessons and in assemblies. As a result, attitudes to school and work have improved since the last inspection.
- 88 Improvements in pupils' understanding of cultural diversity have been fostered through the school's work to achieve the International Schools Award. This is a very good improvement on the findings of the last inspection. In addition to the specific work in gaining the award, opportunities for greater insight are promoted in geography, art and design, music and religious education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | Grade |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| 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 | 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 | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| 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).