

INSPECTION REPORT

STUTTON CE VC PRIMARY SCHOOL

Stutton

LEA area: Suffolk

Unique reference number: 124743

Headteacher: Mrs A Clarke

Lead inspector: Mr A J Dobell

Dates of inspection: 3rd - 5th November 2003

Inspection number: 258058

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 controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	72
School address:	Holbrook Road Stutton Ipswich
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Appropriate authority:	The governing body
Name of chair of governors:	Rev N Todd
Date of previous inspection:	16 th March 1998

CHARACTERISTICS OF THE SCHOOL

This very small primary school is situated in the village of Stutton and serves the village and the surrounding area. About half the pupils come from outside the village. Most pupils come from white, Western European backgrounds and no pupils speak English as an additional language. The socio-economic circumstances of the pupils are average overall but cover a wide range. However, the proportion of pupils known to be eligible for free school meals is well below average. Children's attainment and learning skills are broadly average when they enter the Reception class, but cover the full range.

There are 72 pupils on the school's roll, of whom eight are in the Reception class. Three of these children are full time and the others attend in the mornings only. A below average proportion of the school's pupils is identified as having special educational needs and no pupils have statements of special educational needs. The nature of special educational needs includes specific learning difficulties and social, emotional and behavioural difficulties. A number of community groups use the building, and the adventure playground sited in the school grounds, is available for public use.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English, mathematics, music, physical education, citizenship
19374	Mrs W Sheehan	Lay inspector	
22113	Mrs A L King	Team inspector	The Foundation Stage, special educational needs, science, information and communication technology, art and design, design and technology, geography, history, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school with a very good capacity to reflect on its practices in order to improve further. It gives **very good** value for money. In most lessons, enthusiastic teachers prepare interesting learning activities which engage the interest of most pupils. The headteacher, very well supported by her colleagues, is providing clear-sighted leadership rooted in a determination to enable all pupils to learn successfully. Weaknesses in the provision for the youngest children are the main barrier to learning.

The school's main strengths and weaknesses are:

- The headteacher's excellent leadership results in a vibrant, reflective and purposeful school with an excellent ethos and climate for learning.
- Inspirational teaching in many lessons in Years 3 to 6 results in very good achievement by the time that pupils leave the school.
- Most pupils have very positive attitudes to learning.
- Pupils in Years 3 to 6 benefit from a very rich curriculum and all pupils are given very good opportunities in sport and the arts.
- The school provides very high standards of care for its pupils.
- Parents and the local community value the school very highly.
- There is no designated outdoor area to enhance learning in the Reception class.

The school has improved well since it was inspected previously. Many strengths have been maintained and, in most years, attainment is above the national average at the end of Years 2 and 6. There has been good improvement in a number of areas including attainment in English, assessment, the quality of the curriculum and the leadership of the headteacher. A link with a school in Ghana enhances pupils' understanding of the wider world community. The issues from the previous inspection have been dealt with successfully. The school is in a good position to continue to improve.

STANDARDS ACHIEVED

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

Key: A - very high; 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.*

Achievement is very good overall. Children in the Foundation Stage make good progress and most are on target to reach and some to exceed, the goals expected nationally by the time they enter Year 1. By the end of Year 2, attainment is above average in English, mathematics, science and art and design and average in information and communication technology, design and technology, geography, history, physical education and religious education. There was insufficient evidence to make a judgement in music. By the end of Year 6, attainment is well above average in English, mathematics and science, above average in art and design, geography, history and music and average in information and communication technology, design and technology, physical education and religious education. Pupils with special educational needs achieve **well**. Pupils who are gifted and talented achieve **very well** because of the school's very good provision for them.

Pupils' attitudes and behaviour are **very good** overall. Pupils generally enjoy their work and this is reflected in **very good** levels of attendance. Pupils' spiritual, moral, social and cultural development is **very good** and the school's inclusion of pupils in all its activities is **excellent**. Because of this, **their personal development is very good**.

QUALITY OF EDUCATION

The school provides its pupils with a very good education because teaching is very good overall. The quality of teaching is good in the Reception class and Years 1 and 2 and very good in Years 3 to 6. This is because teachers in these classes are rigorous in promoting pupils' achievement by teaching that is often inspirational and by very effective marking which helps pupils to make further progress. This means that achievement is **good** in the Reception class and Years 1 and 2 and **very good** in Years 3 to 6. The school has **very good** systems for monitoring pupils' attainment and progress and so is able to address any identified weaknesses quickly.

The quality of the curriculum is **good**, with very good elements in Years 3 to 6. Most pupils work with a **very good** level of interest because of the stimulating learning activities provided for them. Pupils are involved **well** in planning the life of the school and arrangements for their care, welfare and safety are **very good**. Links with parents are **very good** and community links are **excellent**.

LEADERSHIP AND MANAGEMENT

Leadership is very good overall. The headteacher provides excellent leadership. She is passionately committed to giving all pupils the best possible start in life. The school has excellent systems for evaluating its work and analysing how it can develop further. The headteacher is very well supported by her colleagues and all adults in the school.

Management is very good. The professional development of staff has a high priority in supporting future developments. Finances are managed very efficiently and the school is very effective in applying the principles of best value.

The governing body is very effective. Governors have a very good appreciation of the school's strengths and areas for development. They play a valuable role in the leadership and management of the school and ensure that the school meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and very happy that their children are pupils here. Many support the school effectively by attending family assemblies and other activities. Pupils enjoy learning and most appreciate the considerable efforts that the school makes on their behalf.

IMPROVEMENTS NEEDED

The school has no significant weaknesses. The most important thing that the school should do to improve is:

- Consider how children in the Reception Year can achieve the Early Learning Goals in view of the fact that they start school at different times, become full time at different stages of the school year and have no designated outdoor area to enhance their learning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils in the Reception class and Years 1 and 2 make **good** progress in their learning and achieve **well**. In Years 3 to 6, pupils make **very good** progress and achieve **very well**. Standards of attainment are above the level normally found at the end of Year 2 and well above that level at the end of Year 6.

Main strengths and weaknesses

- In most years, results in the National Curriculum tests have been above or well above the national average at the end of Years 2 and 6.
- Children make good progress in the Reception class and most are on course to attain the standards expected nationally and some to exceed them by the end of the school year.
- Attainment in English, mathematics and science is strong by the time that pupils leave the school.
- Pupils achieve very well in literacy and numeracy because there are good opportunities to practise these skills in other subjects.
- Pupils with particular gifts and talents are identified and given very good support so that they achieve very well.

Commentary

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

Standards in:	School results	National results
reading	16.5 (17.4)	15.7 (15.8)
writing	14.3 (14.6)	15.4 (14.4)
mathematics	16.5 (16.3)	16.6 (16.5)

There were 11 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	31.4 (29.8)	26.8 (27.0)
mathematics	30.3 (29.4)	26.8 (26.7)
science	30.3 (29.4)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

1. In 2003, attainment in reading in the National Curriculum tests at the end of Year 2 was above the national average. Attainment in writing and mathematics was at the national average. Teachers' assessment judged attainment in science to be average. The trend of improvement in the school's average National Curriculum points score was below the national trend between 1999 and 2003. However, in most years attainment is above the national average, so the improvement would have had to be substantial to exceed the national trend.
2. At the end of Year 6 in 2003, attainment was very high in relation to the national average in English and mathematics and well above the national average in science. This means that this school's results in English and mathematics were in the top five per cent of all schools in

the country. In 2003, the school exceeded its agreed targets for the proportion of pupils attaining at least the national expectation of Level 4 at the end of Year 6, even though these targets were quite challenging. From 1999 to 2003, the trend of improvement in the school's average National Curriculum points score was broadly similar to the national trend.

3. Since the school has relatively small numbers in each year group, attainment will vary from one year to another. However, in most years attainment exceeds the national average at the end of Years 2 and 6 and parents are very pleased with the progress that their children make.
4. In the Reception class, children are making good progress overall and achieving well. They are making the most progress in personal, social and emotional development, communication, language and literacy and in mathematical development. The children currently in the Reception class are on course to exceed the Early Learning Goals in these areas of learning by the time they leave the Reception class. Progress is satisfactory in knowledge and understanding of the world, creative development and physical development. The lack of a specifically designated external facility for these children is inhibiting progress in these areas. Even so, they are expected to achieve the Early Learning Goals in these areas by the time that they begin their work on the National Curriculum in Year 1.
5. In Years 1 and 2, pupils continue to achieve well and were making good progress in their learning during the inspection. At this stage of the school year, their attainment is at the expected level overall in most subjects, but above this level in mathematics, science and art and design. Pupils in Year 2 are on course to attain average results overall in the National Curriculum tests at the end of the school year. Attainment in reading is at the expected level for this time of the school year. Standards in writing are on course to be above average by the end of the year. Evidence from analysis of the books of pupils now in Year 3 shows that their progress was good in Year 2. Attainment in mathematics is above average for this time of the year.
6. In Years 3 to 6, achievement was very good during the inspection and pupils were making very good progress in their learning. Attainment is well above average in English, mathematics and science, above average in art and design, geography, history and music and average in information and communication technology, design and technology, physical education and religious education. Attainment in English, mathematics and science is well above average and pupils achieve very well because teaching is challenging and interesting. Learning activities challenge pupils of different levels of attainment and enable all to make very good progress. Achievement in literacy and numeracy is supported very effectively by opportunities to practise these skills in other subjects. For example, there are very good opportunities for pupils to practise their speaking and listening skills throughout the curriculum and they practise their writing skills in subjects such as geography, history and religious education. Similarly, different numeracy skills are practised in subjects such as design and technology, geography and science.
7. Pupils with special educational needs are given good support in class and achieve well. Pupils who have particular gifts or talents are identified and supported very well so that they develop their individual skills. Pupils who are gifted in music, dance or drama have regular opportunities for performance in family assemblies and regular productions in and out of the school. Those who are talented in different sports are offered an impressively wide range of opportunities for a school of this size. These opportunities help all pupils to gain in self-confidence so that their personal development is very good.
8. The headteacher's excellent leadership is a key factor in the standards attained in the school. She takes a lead in analysing pupils' progress in order to identify any relative weaknesses so that teachers can plan to address them. In this very small school, pupils are all known individually, which puts the school in a strong position to monitor and support their achievement. The school is evaluative and reflects effectively on its provision. It is in a good position to continue to raise attainment.

Pupils' attitudes, values and other personal qualities

The school makes **very good** provision for pupils' personal development. Their spiritual, moral, social and cultural development is promoted **very effectively**. Attitudes and behaviour are **very good**, attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- The school is highly effective in developing pupils' confidence and self-esteem.
- Pupils' behaviour and attitudes to learning are very good overall.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Attendance is well above average.
- Pupils respond very well to the very wide range of activities provided for them.

Commentary

9. The school has an excellent ethos and climate for learning in which pupils flourish and develop. Pupils quickly realise that everyone in the school is valued. The school's very good promotion of personal development means that pupils become self-confident and develop a positive self-image. Children in the Reception class are on course to achieve the Early Learning Goal in personal, social and emotional development by the time they enter Year 1. Pupils develop self-confidence and are able to express themselves persuasively. They live in a secure and supportive environment free from bullying and other forms of harassment and this too has a positive effect on their personal development. Parents agree that their children are treated equally and fairly so that there is no need for resentment to develop.
10. As a result, most pupils have very good attitudes to learning. They settle quickly in class and are very keen to respond to questions and to participate in discussions. They support each other very well in paired and group work. Pupils who have special educational needs are given very good support; they feel confident and so have very good attitudes in lessons. The school's very clear commitment to including all pupils in all its activities underpins these very good attitudes.
11. There is very good provision for pupils' spiritual, moral, social and cultural development. Pupils have a very secure understanding of the difference between right and wrong and a very clear appreciation of the possible impact that their behaviour might have on others. Social skills are developed very effectively so that relationships between different age groups are very good. Pupils have a good appreciation of their own and others' cultural traditions. This understanding is enhanced by the school's link with a primary school in Ghana.
12. Pupils benefit from a very wide range of activities outside class. These help to develop their appreciation of teamwork and fair play. Parents described the range of activities as 'amazing' for a small school and highlighted the community project which takes place every two years as a major opportunity for their children. One parent wrote about the excellent ethos of creativity and a number referred to the value of visiting artists and musicians in developing pupils' confidence and interest in the world around them.
13. Very good attendance has a positive effect on pupils' achievement. Attendance has improved in recent years and is supported by the school's very good procedures for promoting it, including contacting parents on the first day of absence where this is required. The majority of pupils arrive on time, lessons start promptly and the school gets optimum value from learning time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
Prefer not to say

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
67	1	0
2	0	0
3	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 school provides a **very good** quality of education.

Teaching and learning

The quality of teaching and learning is **very good** overall; it is very good in Years 3 to 6 and good in the Reception class and Years 1 and 2.

Main strengths and weaknesses

- There are examples of inspirational teaching in Years 3 to 6, fully engaging pupils in learning.
- Teachers have very high expectations of pupils' efforts and behaviour which are realised in most lessons.
- Resources for learning and time are used very well to promote achievement.
- Very good systems for assessing pupils' progress mean that they have a good understanding of how they can improve.
- In very good lessons, opportunities are provided for pupils to work independently and creatively.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	6	14	4	0	0	0

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

14. Teaching and learning are good in the Reception class and children are achieving and progressing well. They work enthusiastically overall because they are interested in what they are doing and their teacher is effective in asking questions which extend their thinking. She has a secure understanding of how young children learn and is developing an effective learning environment within the constraints of the accommodation. Learning is hampered by some limitations in resources and by the lack of a designated outdoor area for the Foundation Stage to enhance learning. In spite of this, children are developing good work habits and enjoying their learning. Effective learning means that they are on course to at least reach the

Early Learning Goals in the six areas of learning designated for young children and, in some cases, to exceed them. This is good achievement.

15. In Years 1 and 2, teaching and learning continue to be good and pupils are making good progress. The teacher's planning is good and enables pupils to learn systematically. Teaching methods are effective but there are occasions when the level of challenge needs to be greater. Teaching assistants are not consistently used to promote learning in whole-class sessions. However, learning is made interesting and good relationships mean that pupils work with a good level of concentration overall. Homework is used well to reinforce learning and there are some examples of very effective learning, such as the mathematics games on one morning per week when some dozen parents and grandparents support learning. Overall, pupils are achieving well.
16. Teaching and learning are very good in Years 3 to 6 and pupils are making very good progress. In these classes, there are examples of inspirational teaching which result in learning of exceptional quality. Very skilful questioning enables pupils to think carefully and to develop and extend their understanding. All pupils are fully included in learning and feel secure in offering their views because they know they will be valued. There are some very good examples, for instance, in science, of pupils managing their own learning and developing skills as independent learners. Work is very thoroughly and supportively marked so that pupils are given very clear guidance on how they can improve their work further. Lessons proceed at a brisk pace so that pupils concentrate well and well-used learning resources stimulate their interest. Homework is used very well to support learning. As a result of these strengths, achievement is very good.

Example of outstanding practice

An excellent literacy lesson resulted in some poetry writing of very high quality.

Pupils were reminded of the need to find 'strong' words to express what they were trying to say. A quick brainstorming session produced a range of adjectives to describe cold, such as 'freezing', 'tingling', 'crispy', 'crunchy', 'numb'. This was followed by suggestions for improving the wording of a poem. These ideas included 'the air was icy, tingling cold' and 'the cold air drifted into my lungs'. Challenging expectations produced rich and exciting vocabulary. Individual writing then produced two exceptional examples.

'I shuddered in the freezing yard.
My fingers and lips blue and numb.
In the distance, I heard the howl of the
hungry wolf, hunting for his prey.
My ears were frozen solid and,
As I looked around,
I longed for my cosy, warm room
With the crackling fire.'

'It was a spine-chilling night in winter.
The wind howled and raged around me
My fingers and toes were dead.
The icy wind blocked off any sounds.
I stepped into the hot warm house.
The wind was shouting 'let me in, let me in'.
I could smell the glowing timbers of the fire,
burning low.
My fingers and toes were full of life.
The chilly wind was gone.'

17. Throughout the school, teachers have high expectations of pupils' behaviour and efforts which are realised in most lessons. The headteacher sets high standards for pupils in her own teaching and her colleagues support her very well in ensuring that these standards are upheld throughout the school. Pupils with special educational needs are supported well in class and, as a result, make good progress in their learning. Resources for learning are carefully prepared to meet the needs of pupils at different levels of attainment. This means that all pupils are provided with appropriate levels of challenge and this, coupled with the brisk pace at which lessons proceed, means that the quality of learning in most lessons is at least good.
18. Pupils' work is marked regularly and thoroughly with detailed comments in Years 3 to 6 celebrating pupils' successes and pointing out how work could be improved. The progress

that pupils make is assessed regularly in a range of ways, for example, in assessment weeks, which concentrate on particular aspects of learning. Teachers regularly discuss the progress that individual pupils are making so that steps are taken quickly if any weaknesses are identified. The outcomes of the national tests taken by pupils in Years 2 to 6 are analysed carefully so that any areas where learning is insecure can be given attention in the planning of future lessons. These very good systems for assessment help pupils to have a very clear appreciation overall of how to improve their work and so reach higher standards of attainment.

19. Information and communication technology is used well to support learning in other subjects and one teaching assistant is particularly effective in helping pupils to use computers to learn confidently. Whole-school reading once a week enables pupils of different ages to read together. This gives pupils in Years 5 and 6 and some in Year 4 opportunities to take responsibility for the learning of younger pupils. These are examples of the ways in which pupils develop very good skills as independent learners by the time that they leave the school.
20. Strengths in teaching have been maintained since the school's previous inspection. Parents are very happy with the quality of their children's learning and their opportunities to participate. Very good teaching and learning are the result of the hard work and commitment of the headteacher and her colleagues.

The curriculum

The curriculum is **good overall** and very good in Years 3 to 6.

Main strengths and weaknesses

- There is very good enrichment of the curriculum in Years 3 to 6.
- There are very good activities outside school, especially in arts and sport.
- There is excellent inclusion in learning for all pupils and good provision for special educational needs.

Commentary

21. There have been good improvements to the curriculum since the school was inspected previously to provide good breadth and relevance, with more time for geography and science. The curriculum is now good overall. It is satisfactory in the Foundation Stage of learning and very good in Years 3 to 6, with a long-term plan to ensure coverage of the National Curriculum, taking account of the mixed age classes. There is excellent inclusion of all groups of pupils in learning, including those identified as having special educational needs.
22. Creativity features strongly within the school curriculum and there are very good opportunities for enrichment overall, especially in Years 3 to 6. Teachers are very successful in planning learning activities that are interesting and motivate pupils. As a result, pupils work with sustained interest and often with enthusiasm. They put a great deal of effort into their work, strive to produce their best work and appreciate each other's efforts. Teaching and learning cover the National Curriculum over a four-year plan. The strategies for teaching literacy and numeracy are good overall, with good links to other subjects to support learning. There is very good curriculum development and innovation within the school plans, which are constantly monitored and reviewed to ensure that they are meeting the needs of all pupils.
23. The provision for pupils with special educational needs in the school is good overall. The policy for special educational needs promotes inclusion at all levels and the school is fully committed to ensure that all pupils are very well integrated into learning. This policy reflects the current Code of Practice for special educational needs and all pupils are encouraged to be involved in the range of activities provided. The school's register for special educational

needs is well-documented and maintained. The pupils in need of support are identified at an early stage and put on the appropriate level of the register to ensure they receive good quality support from staff. Adults support pupils well in lessons, ensuring that they are involved and integrated into the full range of activities. Staff are aware of pupils' different needs and cater for them well. The way that the curriculum and lessons are planned enables these pupils to achieve well and make good progress.

24. The school has a very proactive approach to ensure that the curriculum is varied, enriched and adjusted to meet the needs of all pupils. There are regular opportunities for all pupils in the school to be involved fully in activities, particularly in the arts and in sports, to take an active role and to share their emerging talents and interests.
25. The range of extra-curricular activities is very good and enhances learning very effectively. These activities have a positive effect on attainment and progress. There is a very wide range of activities outside the school day. These include links with a school in Ghana, educational journeys, dance and music projects, public performances and a very good variety of sports. Games, clubs and teams include rugby, football, netball and tennis.

Care, guidance and support

The school takes **very good** care of its pupils and procedures to ensure that pupils work in a safe environment are **very good**. It provides **very good** levels of support and guidance so that pupils develop into confident young citizens. The school involves all pupils **effectively** by seeking and acting on their views.

Main strengths and weaknesses

- The school's procedures for health, safety and child protection are very good and ensure that pupils work in a safe and secure environment.
- Assessment procedures are used effectively to guide pupils' learning.
- Good procedures for induction help pupils to settle in well.
- Very good relationships ensure that all pupils are individually cared for and supported.

Commentary

26. The school ensures that regular health and safety checks are carried out and the governing body is actively involved in supporting these arrangements. Thorough procedures, including risk assessment, are firmly in place to promote a safe learning environment. Child protection procedures are very well embedded and the school is diligent in consistently monitoring the welfare of its pupils. They are also made aware of the need to be responsible for their own welfare. The concern about playtime supervision raised during the previous inspection has been successfully dealt with.
27. The school's very good assessment procedures are used effectively to guide pupils in their learning. All staff have a very good knowledge of pupils' standards and, coupled with very good relationships with pupils, this ensures a positive environment where pupils want to achieve well. Day-to-day marking is particularly thorough and teaches pupils to improve their work further. This has a positive effect on pupils' achievement and standards of attainment. Pupils with special educational needs are supported well to ensure that they make good progress in their learning.
28. The school and the local playgroup work closely to ensure that children enjoy a smooth transition into the Reception class and many opportunities are organised to help them settle into the school. Pupils joining other year groups are linked to a class friend initially and, in discussion, they say how quickly they make lots of friends and are welcomed into the school community. All questionnaires returned by parents show that they agree procedures for

induction are good. This has helped pupils to make good progress in their learning. Good links exist with the high school to which most pupils transfer and these include projects begun in Year 6 and continued in Year 7. These help to ensure that pupils settle into their next school without difficulty.

29. Teachers provide very good role models for pupils and this leads to a purposeful learning environment. Throughout the school, pupils are friendly and supportive of others and, in lessons, they actively help each other. The support that pupils receive from staff and other pupils helps them to develop into confident, articulate young citizens. This reflects the headteacher's conviction that pupils need to be valued if they are to learn effectively and develop personally. Pupils' views are taken into account, for example, through the school council and all pupils are actively involved in contributing to improving the school environment through class councils. The school council has been effectively involved in discussions to improve school lunches.

Partnership with parents, other schools and the community

The school's partnership with parents, other schools and the community is **very good** overall and plays a pivotal role in achieving the school's aims.

Main strengths and weaknesses

- Links with the local and wider community are excellent and there is a strong open partnership between the school, parents and the community.
- Parents' views of the school are extremely favourable.
- Annual reports and handbooks are good.

Commentary

30. The school has developed excellent links with the community. In spite of the school's rural location, opportunities to combine community projects with learning are actively encouraged. Any expertise within the local community is utilised to benefit pupils' learning. For example, the school receives support for learning in art and design, music, sport, information and communication technology and design and technology from parents and members of the local community. The school works closely with other local primary schools and there are many opportunities for these schools to compete or work together on projects. The community is welcomed into the school and its facilities are used by the community for various purposes. The school's links with a school in Ghana add yet further understanding of the wider community.
31. Parents actively share in their children's learning and are a key element in promoting effective learning. Parents of pupils with special educational needs are involved well in their children's learning and this supports their progress effectively. Many parents attend the family assemblies and help to celebrate pupils' achievements. This promotes the 'family atmosphere' in the school which parents value and which is a key element in pupils' high achievements. The headteacher considers that the links with parents are a key element in promoting effective learning. Inspectors support this view. The parent-teacher association has raised substantial funds and very regularly organises events to support improvements to the school's learning environment. For example, parents helped to raise funds for the new reception room. Parents regularly and willingly offer their services to the school.
32. An analysis of the returns of parents' questionnaires show that **all** parents agree that:
- children behave well;
 - teaching is good;
 - the school is led and managed well;
 - children are treated fairly;

- parents feel comfortable when approaching the school;
 - their children are expected to work hard;
 - the school encourages pupils to become mature and independent; and
 - good induction arrangements are in place for new pupils.
33. This large number of wholly positive views reflects parents' confidence in the school. Inspection findings support all of these positive views. Parental support has a very positive effect on attainment and progress.
34. The quality of the documentation that the school provides for parents is good. Pupils' annual reports include appropriately detailed information about their progress and areas for improvement. The well-written prospectus provides clear and helpful information. Newsletters are sent out regularly and provide useful information on events and activities. The school has carried out its own questionnaire to ascertain parents' views and, through constant self-evaluation, is always seeking ways to improve the partnership with parents further.

LEADERSHIP AND MANAGEMENT

The headteacher provides **excellent** leadership and is given **very good** support by her colleagues and the governing body in the management of the school.

Main strengths and weaknesses

- The headteacher provides excellent leadership and has a clear vision for the school's continuing development rooted in a concern for each child and a determination that all will achieve their potential.
- There is a concern to give pupils a broad education and they are all fully included in all the school's activities.
- Rigorous self-evaluation guides the professional development of staff so that all contribute effectively to the school's work.
- There is a very strong unity of purpose in the school so that pupils appreciate that all adults are anxious for them to succeed.
- The governing body provides very effective support, has a very clear understanding of the school's strengths and potential for development and ensures that the school meets all statutory requirements.

Commentary

Leadership

35. The headteacher's leadership is a major strength of the school. She is passionately committed to the school and to its pupils. She is determined that her pupils will be given interesting and challenging learning experiences which will enable them to reach their potential academically. At the same time, she seeks to give them a wide range of experiences to enhance their personal development. The headteacher has created a strong unity of purpose in the school. All adults support the headteacher's vision for the school. As a result, the school has an excellent ethos and an excellent climate for learning. Parents are aware of this and give the school a very high level of support. These are key elements in the high standards that pupils attain and in their high achievement.
36. The school is fully inclusive. All pupils are valued and included in all that the school does. This means that pupils develop a positive self-image and become confident, articulate and achieve very well. The provision for special educational needs is led and managed well so that these pupils achieve well academically and develop well as individuals. The headteacher and her colleagues know all pupils in the school individually and parents appreciate the very

high level of personal support that their children receive. This helps them to gain confidence and so learn effectively.

37. The school is reflective and evaluative. It analyses its own performance in order to identify areas for development. This analysis guides the professional development of staff, which the headteacher regards as a high priority. This rigorous assessment enables the school to plan effectively in the short and longer term. Strategic planning is cohesive and the annual school development plan is clearly rooted in an evaluation of the previous year's progress and its longer-term objectives. In this way, the school's development is planned systematically and, therefore, is effective.

Management

38. Management is very effective. The day-to-day management of the school is very efficient. Its routines are straightforward and clear to all. There are effective procedures for ordering and paying for goods and these are managed very well by the highly efficient school secretary. The school's accounts were last audited in November 2001. The audit report was supportive of the school's systems. Finances are managed well. Balances were high at the end of the last financial year, largely because the school received unexpected sums of money towards the end of that financial year. As a result, the carry forward figure was some 16 per cent of total income. This is now being used to finance extra staffing. This is enabling the school to improve the quality of teaching and learning so that pupils' achievement is very good overall.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	276,953	Balance from previous year	27,846
Total expenditure	230,498	Balance carried forward to the next	46,455
Expenditure per pupil	3,157		

Governance

39. The governing body plays a very effective role in the leadership and management of the school. In discussions, it was clear that governors have a very good grasp of the school's strengths and potential areas for development. A number of governors are in school regularly and this helps to guide their discussions. They understand their role in questioning the school's priorities and achievements. They seek the highest possible academic standards while appreciating the opportunities for creativity that the school provides. In order to maintain the best possible level of provision, governors are very successful in applying the principles of best value. There are a number of areas where money has been saved because the school has made its own arrangements rather than opting into county schemes. The money saved is then used to enhance the school's provision for its pupils. The governing body is very effective in supporting the school in the very good levels of teaching and learning that it achieves.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **good** and children achieve **well**.

Most children have attended the playgroup which meets in the school grounds. They start school in the academic year in which they become five years of age. There are varying patterns of attendance in the Reception class. Children attend either full or part time depending on their age and this makes it difficult to plan for their different needs. Since they join the school at different times and become full time at different stages of the year, they do not all achieve their potential by reaching or exceeding the Early Learning Goals. They spend some of their time in their own base room and, at other times, share the learning areas with the Year 1/2 class. Some children from the Reception class join the Year 1/2 class in the afternoons for some of their lessons. However, during these sessions, their learning is tailored to their needs and activities are adapted for them. Children achieve well in their first year in the school because the teaching is good, the curriculum is enriched with a range of interesting activities, there is good assessment of their individual needs and tasks are well matched to these to ensure progression in their learning. The accommodation is satisfactory and resources are satisfactory overall, with some good quality, newly purchased toys and equipment. There is no specific outdoor area to support learning in the Reception class. The children use the school grounds, hall and adventure area to support their learning, but they do not have continuous access to these areas. Their attainment on entry to the school meets expectations for this age group overall, with some good skills in language and mathematical ideas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well, because of the positive role models and high expectations of behaviour from staff.
- Relationships are very good and the children feel secure and happy in school.
- There is very good development of the children's confidence and self-esteem.
- There are some missed opportunities for the children to concentrate and persevere.

Commentary

40. The children's learning in personal, social and emotional development is progressing well. Their skills when they first start school are as expected overall and, although some children are still learning to conform, their behaviour is good overall. The quality of teaching is good, although, sometimes, whole-class discussions tend to be rather long which means some children lose concentration. However, when they are totally involved, especially in their own self-chosen tasks, their level of concentration and perseverance is good. Sometimes these incidental opportunities are not used to full effect to ensure that children are able to gain full benefit from the activity. As a result, they do not learn to concentrate and persevere as effectively as they might. Nevertheless, a range of activities is organised to help children to share and take turns and to learn to respect each other, for example, by using 'Piggy Boo' as a means of encouraging them to take turns during whole-class discussions. The children have devised their own set of 'ground' rules for how they are expected to behave, which encourages them to be helpful and to co-operate with each other. They are encouraged to look after their learning environment and to be independent, for example, putting their coats on their own pegs, tidying up and choosing their own activity from the range provided. There are very secure relationships between the staff and children. These boost their confidence and give them a very good sense of security. They are effectively encouraged to treat others

with respect and understanding, to be kind, helpful and courteous and to value the opinions, values and beliefs of others. Most children are on course to achieve and some to exceed, the expected standard in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good opportunities to share books on a regular basis.
- There is good encouragement to practise mark making and writing.
- Some imaginative role-play experiences are planned, but these are not always fully developed.

Commentary

41. Children's attainment when they first start school is at the expected level for their age overall, although there are some who have already developed good skills in speaking and listening, are articulate and are able to communicate clearly. Overall their learning in communication, language and literacy is progressing well and their achievement is good, because teaching is good overall, with a clear understanding of how to encourage children to share their ideas. Staff make good use of opportunities for children to develop their vocabulary through effective questioning and good encouragement to listen to others' suggestions and ideas. For example, when children were using malleable materials, such as dough and sand mixed with water, the class teacher continually asked them questions about what they were doing, how the materials felt and how they had moulded them into different shapes. The very good rapport that the class teacher has already established with the children means they are confident and keen to share their ideas as they know that their suggestions are valued. Children enjoy looking at books, share these regularly with staff and are able to take books home to share with their parents. The 'whole school reading' session means they have regular opportunities to share books with older pupils, but 'library times' with Years 1 and 2 are not productive, as the room becomes too crowded to allow effective learning to take place. Nevertheless, children are learning to handle books properly and to turn pages. They are beginning to understand that print has meaning. They are also becoming aware of the sounds that letters make within words and this is reinforced effectively by staff. Children are making good early progress in making marks on paper and this is good early progress in writing. Most are on course to reach and some to exceed the expected standards in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is good use of computers to support the children's learning about numbers.
- There is good input from staff to promote mathematical language.
- There is not enough planned use of the outdoor space to support learning about mathematical ideas.

Commentary

42. From a secure base when they first start school, children's mathematical development progresses well, due to good effective teaching. Progress and achievement are good overall and most are expected to reach the Early Learning Goals in this area. Children are learning to recognise and count numbers in the correct order and to order these themselves,

sometimes with help. A few children are already able to count accurately to ten and backwards to zero. Staff plan mathematical work carefully and sessions are well-organised with an interesting range of activities to promote mathematical understanding. They also use a variety of number songs and rhymes to help children to count and they are beginning to record numerals to five and sometimes to ten. One or two children already have a good grasp of mathematical ideas and with support subtract a number of objects from a group and give the correct answer. Their learning of numbers is supported well by the effective use of computers. There are planned outside activities for children but these tend to lack specific planning. Opportunities to count so that their mathematical learning is reinforced are sometimes missed. However, the weekly games session which parents support so well is very effective in developing children's ideas about numbers, addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are developing good skills using computers.
- There is no designated outdoor area to support this area of the curriculum.
- There is not enough structure to activities for design and model making.

Commentary

43. Children's knowledge and understanding of the world are developing appropriately and the quality of teaching and the progress that children make are satisfactory. Most are on course to attain the standards expected in this area of learning by the end of the school year. They are developing good skills in using computers and are confident when using technology to support their learning. They are making good progress in using the keyboard and mouse. Staff use the school grounds to enhance children's understanding about the environment and the rural location is used well to promote this aspect of children's learning. However, there is no designated area for children in the Reception class to play outdoors which reduces the level of structure for their learning. Staff encourage children well to be involved in developing the small garden outside by planting herbs and also by adding a selection of natural materials, offer good opportunities for children to observe change and growth. They use construction toys to build and make models, but there is not enough use of a range of resources and materials for them to practise their skills and techniques in making their own designs. This limits attainment and progress in this area.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children are developing good skills in using their hands, especially to cut and draw.
- Good use is made of the school hall to develop children's skills in moving imaginatively.
- There is not enough structure to identify what children are to learn in sessions outdoors.

Commentary

44. Children's physical development is progressing satisfactorily overall and they are on course to reach the level expected in this area of learning. From a secure starting point, children have good hand control, especially in handling and using scissors properly. They are learning to use a range of implements in their writing, mark making and creative work. Staff provide a good range of activities for them to develop their confidence, for example, by using

the adventure playground outside to develop their skills in climbing, balancing and jumping. Good use is made of the school hall so that they develop skills in moving in different ways and an awareness of the need for safe practices and that other children need space. Teaching is satisfactory, although outdoor sessions are not planned sufficiently, which means that some momentum in learning is lost. Overall, children are making satisfactory progress in this area of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There are good opportunities to explore a range of tactile materials.
- Imaginative and role-play activities, especially outdoors, are not planned sufficiently clearly.

Commentary

45. Children's creative development is actively encouraged in the school. Their creativity is valued and their efforts are well supported. They achieve appropriately overall and are expected to reach the required standards in this area of learning. Teaching is satisfactory. Children make good progress in expressing their ideas when using pencils and crayons and have good opportunities to explore a range of tactile materials, for example, sand, soil, dough and glitter. However, there is not enough clarity in planning imaginative and role-play activities, especially outdoors, for progress to be systematic. On occasions, staff create some good opportunities for role-play, for example when using lighting effects to depict bonfire night.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good** overall.

Main strengths and weaknesses

- Pupils achieve high standards in English by the time that they leave the school because of effective teaching.
- Where teaching is very effective, pupils respond with real enthusiasm and are capable of very high levels of work.
- Marking and assessment are very good so that pupils in Years 3 to 6 have a very clear understanding of how they can improve further.
- The curriculum is rich and stimulating, particularly in Years 3 to 6, so that pupils are motivated to give of their best.
- The subject is led and managed very well.

Commentary

46. Pupils' speaking and listening skills are well above the standards expected nationally in Years 2 and 6. Throughout the school, pupils listen well to each other and to adults. When speaking, their confidence and ability to explain themselves improve as they get older and by Year 6 they are articulate and able to use a wide range of vocabulary in discussion. For example, a Year 6 pupil in discussion was able to compare and evaluate the Harry Potter books and films. These very good speaking and listening skills develop because pupils are given regular opportunities to discuss and express their views in class, in groups such as the school and class councils and in performance.

47. Reading skills are good by the time that pupils leave the school. In Year 2, pupils have good skills to enable them to read unfamiliar words and higher-attaining pupils read with expression. Lower attaining pupils are able to correct errors when prompted. By Year 6, higher-attaining pupils read fluently and with good expression. They read widely and there are examples of extensive book reviews in their reading journals. Lower-attaining pupils read competently if a little slowly and with relatively little expression. Parents support the school very effectively in developing their children's reading and the weekly whole-school reading session also raises reading skills well throughout the school.
48. Pupils' writing skills are above average by the end of Year 2 and well above average by Year 6. In Year 2, higher-attaining pupils are able to write pieces with a good level of accuracy. Average and lower-attaining pupils are more prone to error, for example, in spelling and write shorter pieces. During the last school year, the quality of pupils' handwriting improved well during Year 2. By Year 6, pupils write in a wide range of styles and skilfully adapt their writing to suit different purposes. Higher-attaining pupils have a very secure command of spelling and grammar and are thoughtful in their choice of words so that their writing benefits from a wide-ranging and rich vocabulary. Average and lower-attaining pupils are capable of good imaginative writing but the quality of their work is reduced by insecure spelling. Handwriting is mostly neat and clear.
49. Very good standards in English are the result of good teaching and learning throughout the school, with examples of very good and excellent teaching in Years 3 to 6. Teachers use the National Literacy Strategy very effectively to promote learning and progress. Work is regularly and supportively marked with successful work appreciated and good suggestions for how pupils might improve their writing further. In Years 3 to 6, pupils are given opportunities for a very wide range of work, for example, poetry and descriptive, imaginative and factual writing and produce a lot of work, some of outstanding quality. This results from challenging and stimulating teaching which motivates pupils to concentrate, work with enthusiasm, contribute to discussions and respond to questions and put considerable effort into their work. Regular discussions with teachers mean that pupils, particularly in Years 3 to 6, have a clear understanding of how to improve their work. The fact that teachers know all pupils individually means that all, including those with special educational needs, are given very effective support in their learning. Homework is used very effectively overall to support learning and most parents appreciate the way in which they are involved in their children's work at home.
50. English is very effectively managed and the subject leaders have clear views on how to move the subject forward further. The school is in a strong position to maintain its very high standards and to build on its existing very good provision.

Language and literacy across the curriculum

51. The school uses other subjects well to develop literacy skills. There are good examples of different kinds of writing in subjects such as geography, history and religious education. Information and communication technology is used to present some written work and provides opportunities for first drafts of writing to be refined. Pupils are given good opportunities to develop their speaking skills both in and out of class and their very good listening skills were shown in a family assembly where they listened to a succession of pupils performing a range of spoken and musical items. Reading skills are used well to support independent learning in subjects such as history and science.

MATHEMATICS

Provision in mathematics is **very good** overall.

Main strengths and weaknesses

- Attainment is well above average when pupils leave the school.
- The quality of teaching is very good overall so that learning is very effective.
- Interesting approaches to learning mean that most pupils work with a very good level of interest and concentration.
- Other subjects are used well to support learning in mathematics.
- Very effective assessment systems help pupils to make very good progress and achieve very well.
- The subject is led and managed very effectively.

Commentary

52. Standards in mathematics are mostly above average at the end of Year 2 and well above average by the end of Year 6. An analysis of pupils' work shows that those in Year 2 have a good understanding of the different areas of mathematics. In Year 6, pupils work with impressive accuracy overall, have a very good level of understanding and respond quickly in mental work. They are able to make links in mathematics and to identify patterns. For example, they understand that fractions, decimals and percentages are three different ways of expressing the same concept. An analysis of pupils' work shows that initial problems of misunderstanding are usually quickly overcome.
53. This is because teaching is good in Years 1 and 2 and very good in Years 3 to 6. In Years 1 and 2, good teaching ensures that pupils make good progress and develop a good level of understanding. Lower-attaining pupils, including those with special educational needs, are given good support so that they achieve well. In Years 3 to 6, learning activities are interesting and presented imaginatively. As a result, pupils work with sustained effort and concentration, keen to respond to the challenges with which they are presented. Carefully directed questioning ensures that all pupils, including those with special educational needs, are fully involved in learning and achieve very well.
54. Teachers have very good subject knowledge and understanding and use the National Numeracy Strategy very effectively. As a result, the quality of learning is very good overall so that all pupils are able to reach their potential. There are innovative approaches to learning. For example, parents are encouraged to support learning in mathematics. In a mathematical games session for Years 1 and 2 on one day immediately after registration, 11 mothers and one granny supported learning very effectively. These innovative approaches to the curriculum engage pupils' interest effectively so that they work with enthusiasm. This in turn enhances their learning. Teachers mark work regularly and thoroughly. Great care is taken to help pupils to improve their understanding where this is necessary. Further, evidence from the national tests taken by pupils in Years 2 to 6, is analysed carefully so that any weaknesses in understanding can be identified. The planning of further learning is then amended so that any weaknesses can be corrected. As a result, pupils have a very good level of understanding across the different elements of the subject by Year 6 and work with a very high level of accuracy overall.
55. The subject is led and managed very effectively. A good supply of learning resources is readily available to support learning. The subject leaders have a good understanding of why the subject is successful. As a result, the good standards found when the school was inspected previously have been maintained overall and built upon in Years 3 to 6. The school is in a good position to maintain these standards and to make further improvements.

Mathematics across the curriculum

56. Pupils have good opportunities to develop mathematical skills in subjects such as design and technology, geography and science. Information and communication technology is used well to support learning in mathematics. These opportunities improve pupils' understanding of mathematics well by showing them how the skills that they are learning can be used to solve the real-life problems that they will meet.

SCIENCE

Provision in science is **good** overall.

Main strengths and weaknesses

- Inspiring teaching in Years 5 and 6.
- A good emphasis on investigative work.
- Good opportunities for pupils to record their own findings and observations.
- Good, highly constructive and relevant comments from staff to help pupils to evaluate and improve their work.
- The presentation of written work is untidy at times.

Commentary

57. The standards that pupils achieve are above average at the end of Year 2 and well above average at the end of Year 6. All pupils, including those identified as having special educational needs, achieve very well and are making very good progress overall. For example, work in Years 5 and 6 covers electrical circuits and marking clearly indicates how pupils evaluate and improve their work. There are highly constructive comments and relevant input from teachers and there is good evidence that pupils record their own observations and findings independently. They use scientific vocabulary well and there are good links with literacy. The good emphasis on investigative work enhances learning effectively and develops pupils' skills as independent learners. For example, when testing 'high and low resistance', pupils managed their own investigations well. There are also good links with work in numeracy, for example, when measuring pulse rates. The school operates an effective cycle of activities to take into account the mixed-age classes in the school so that pupils learn and make progress systematically. However, some presentation of work tends to be untidy which detracts from the quality of recording.
58. Pupils make good progress from Years 1 to 4 and there is clear evidence that ability to work independently is developed effectively, for example, by the use of investigative planning boards. These are a useful device to help pupils to record observations clearly and use diagrams correctly to explain what they have discovered.
59. The quality of teaching and learning is good overall and very good in Years 5 and 6. From samples of previous work and the standards that pupils achieve, it is possible to judge that the teaching of science in Years 1 and 2 is good overall. In lessons, teachers explain clearly what they expect pupils to learn, particularly in Years 5 and 6. In a lesson in Years 5 and 6, the teacher's very clear explanation of the task inspired pupils to work very effectively so that they made very good progress and attained very good standards of learning. Teachers plan well, are well organised and think through carefully how they are going to deliver the subject in a clear and straightforward way. They use good methods and support staff are generally deployed effectively, for example, in Years 5 and 6, to help pupils to use the computers. However, sometimes the timing of support in Years 3 and 4 is not always effective in offering pupils help during group activities when the teaching assistant is needed in another class. Relationships are good between staff and pupils and pupils work very well together, co-operating and collaborating in their scientific investigations, which means they usually make

- good progress, with very good progress in Years 5 and 6.
60. The leadership and management of science in the school are very good, with clarity of vision of how to improve pupils' learning and the standards they achieve. In recent years, good progress has been made in improving results for higher-attaining pupils in the National Curriculum tests. The long-term plan of the curriculum for science takes into account the mixed-age classes and has been adjusted to ensure there are no gaps in pupils' learning or in their entitlement to the full range of scientific study. This is an improvement since the previous inspection and progress in this has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** overall.

Main strengths and weaknesses

- There is good practice in developing skills in information and communication technology.
- There is good use of other subjects, especially, for example, history in Year 5 and 6, to support learning by using information and communication technology skills.
- Information and communication technology is used well to inform others about everyday events in the school.
- Resources for control technology are limited and the school has no interactive whiteboards to facilitate the teaching of information and communication technology to large groups of pupils.

Commentary

61. The standards that pupils achieve meet expectations at the end of Years 2 and 6 and all pupils, including those identified as having special educational needs, are achieving at an appropriate level. Pupils use their computer skills well in the daily life of the school, for example, to record the findings of a questionnaire about the quality of school dinners. Pupils in Years 5 and 6 have also used their skills to devise and produce an attractive and informative 'Kids' Brochure' about what the school offers. These skills are also used to provide parents and friends of the school with news about activities.
62. The quality of teaching and learning is satisfactory overall and pupils are supported appropriately in their learning about computers. Work builds on what they already know and can do and how they use these skills to research topics and check their information in other subjects. For example, during the inspection, Years 5 and 6 pupils had very good support from a teaching assistant, using the Internet to find out more about forces, friction and gravity in science. As there is no computer suite, skills are taught to pupils in small groups and generally not as discrete class lessons. Sometimes, in Years 1 and 2, larger groups of pupils are instructed in what they are to do and they are then given opportunities, for example, over a week, to practise these skills. This is well organised to ensure that pupils have equal access and receive their full entitlement to the curriculum for information and communication technology. In Years 5 and 6, work is well integrated into other subjects, for example, using graphics to illustrate work, creating images linked to artwork, such as 'The Snail' by Matisse and also by using 'PowerPoint' presentations.
63. In Years 1 and 2 pupils can 'drag and drop' images to create their own pictures, for example of a beach, or to illustrate the story of the 'Three Little Pigs'. They have used digital cameras and their word-processing skills to create images, with a narrative about what they enjoy doing at school. They also use computers to support their work in literacy, writing 'shopping lists' and poetry. These are good examples of the effective development of information and communication technology skills.
64. Resources are satisfactory overall. Although the school does not have any interactive whiteboards or a computer suite, the computers are all linked to the Internet and pupils use them in the different classrooms if they have a particular topic to study. However, resources

for control technology are limited, although the school makes some arrangements for pupils to develop these skills by using local facilities. The leadership and management of information and communication technology in the school are satisfactory overall.

Information and communication technology across the curriculum

65. Information and communication technology is used well to support learning in other subjects, especially in history in Years 5 and 6. It is also used effectively to inform others about everyday events in the school. For example, older pupils report on sporting events incorporating illustrations in their writing, write scripts for plays, with a variety of fonts and produce glossaries of scientific terms. Younger pupils use computers satisfactorily to write 'shopping lists' and poems, for example.

HUMANITIES

Geography and History

In humanities, teaching and learning were sampled in history and geography. No lessons were observed in history due to the way that the teaching of the subject is organised. One lesson was observed in geography. It is therefore not possible to come to a firm judgement on teaching of these subjects, although, from the analysis of pupils' work, standards of attainment in history and geography are in line with expectations in Year 2 and above expectations by the time pupils leave Year 6. Since the previous inspection, standards in history have been maintained by the time pupils leave the school. Standards have improved in geography because teaching is now more focused and challenging.

Religious education

The provision for religious education is **satisfactory** overall.

Main strengths and weaknesses

- Good opportunities are taken for pupils to write their own comments and observations about what they learn.
- Opportunities to visit places of worship from a range of faiths are limited.

Commentary

66. Work was sampled in religious education and standards are at the expected level for pupils in Years 2 and 6. From the analysis of pupils' work, the quality of teaching in religious education is judged to be satisfactory. The school operates a four-year programme to take account of the mixed-age classes and this complies with the locally agreed syllabus for religious education. One lesson was observed during the inspection and the quality of teaching and learning in this lesson was good, with the teacher and teaching assistant combining well to support learning. This enabled pupils to develop their thinking well about the topic being considered.
67. Evidence from work samples shows that pupils study the Christian and Jewish religions and Islam in depth and use examples from other faiths such as Hinduism. There are good links with pupils' spiritual, moral, social and cultural development, through issues of moral and social responsibility. There are good links with literacy and there is good evidence of teachers' effective evaluation and comments on the quality and content of work. These help pupils to develop their own views and the skills to comment effectively on them.
68. However, although pupils visit and receive visitors from the local churches in the area, there are few opportunities for them to visit different places of worship, such as mosques and

synagogues. This inhibits understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art and design, design and technology, music and physical education was sampled.

69. Creativity features strongly in the work of the school and standards in art and design are above expectations at the end of Years 2 and 6. Work on display is interesting and varied and the quality of teaching is good. Standards in design and technology meet expectations at the end of Years 2 and 6 and the quality of teaching in the one lesson observed was satisfactory.
70. No music was taught in Years 1 and 2 during the inspection, so it is not possible to make a judgement about standards at the end of Year 2. By Year 6, attainment in music is above expectations and pupils benefit from a wide range of musical opportunities. Whole-school singing is good.
71. Standards in physical education are in line with expectations at the end of Years 2 and 6 and the quality of teaching was good in the lessons sampled. Standards in swimming are above average. Pupils benefit from a good range of opportunities outside class and have had recent successes in tennis and girls' soccer competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is **good** provision for personal, social and health education.

Main strengths and weaknesses

- There is a good programme of learning activities.
- The programme provides effective education about puberty and the dangers of drugs and other substances.
- Pupils' views are valued, not least in the school and class councils.

Commentary

72. The school has a good programme for personal, social and health education. There is a good range of activities and initiatives to develop pupils' understanding and capacity to think independently as they get older. Regular opportunities for whole-class discussions successfully promote pupils' speaking and listening skills and help them to appreciate and respect the views of others. Their opinions and views are valued and taken seriously so that they develop confidence and a positive self-image.
73. The programme includes sex education for older pupils in which they learn about body changes in puberty and the importance of relationships. The school tackles these issues sensitively and honestly. Teaching and learning about drugs awareness and substance abuse are supported by outside help. They are successfully linked to scientific understanding about drugs and their effects and help to promote a sensible and responsible approach to healthy living.
74. The school council has representatives from each class and is supported by class councils. Discussions in class councils produce issues for the school council to consider. The school council has been concerned about the quality of school lunches and its discussions have been supported by the vice-chair of the governing body, so that pupils have developed an insight into how change can be achieved and the constraints within which institutions operate. This is effective early education in the nature of democracy and the responsibilities of citizenship. An appreciation of citizenship in the wider world is being developed very well by the school's link with a primary school in Ghana. These are examples of the school's innovative approach to curriculum development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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